

1915

The Norm, 1915-06

Oregon Normal School

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Normal
1915



THE NORM

JUNE 16th
1915



OREGON NORMAL SCHOOL
MONMOUTH, OREGON

EDITED BY
THE NORM STAFF
1915-1916

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Introductory

To the Faculty
of the
Oregon Normal School

"Rely on your own strength of body and soul. Take for your star, self reliance, faith, honesty and industry. Don't take to much advice, keep at the helm and steer your own ship, and remember that the great art of commanding is to take a fair share of the work. Fire above the mark you intend to hit. Energy, invincible determination with the right motive, are the levers that move the world."

—NOAH PORTER

THE NORM



Oregon Normal School

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James Withycombe	Ben W. Olcott	J. A. Churchill
Cornelia Marvin	E. E. Bragg	E. Hofer
H. G. Starkweather	Harry J. Maier	W. C. Bryant

Faculty of Oregon Normal School

John H. Ackerman	J. B. H. Butler	E. S. Evenden
Alberta Green	H. C. Ostien	Rosa B. Harrott
Mabel G. West	Myra H. Butler	L. P. Gilmore
Mary Hoham	Laura M. Kennon	M. S. Pittman
Laura Taylor	Thomas H. Gentle	Jessira S. Todd
Katherine Arbuthnot	Alice A. McIntosh	Sudah Cahoon
Olive L. Dawson	Katie R. Dunsmore	



Brumbaugh
Hall
Bell
Pearson

Pollow
McDonald

Baird
Elmond
Arehart
Burkhead

THE NORM

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FRANK BRUMBAUGH.....*Editor-in-Chief*
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LAURA BELL.....*Societies*
GERTRUDE POLLOW.....*Literature*
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INA ELMLUND.....*Music*
RAYMOND CORNWELL.....*Artist*
CLAUD A. AREHART.....*What's Doing*
CYNTHIA BAIRD.....*Jokes and Verse*
ARTHUR BURKHEAD.....*Business Manager*

How Our O. N. S. Rule Came To Be

ONCE upon a time, a long, long time ago, before even you or I were born, perhaps, there was a beautiful young girl attending this school. She was as lovely as the Sleeping Beauty or Cinderella, and was called "The Princess" by her fellow students who loved her well.

One day when the sun was shining bright, the birds were twittering and singing gaily, the girl went for a long walk. A path ran beside the road and under some large fir and poplar trees for a mile or more north from the village, which was known as "Lovers' Lane." This was a favorite walk among the students and the one chosen by the girl.

She walked along slowly. A small bridge known as "Proposal Bridge" was just before her. She was wondering if she should cross the bridge or turn homeward, and had decided to go home, as it was late in the evening, when she heard a clanking of chains, and upon turning to look, she beheld a man approaching on a bicycle. He rode to her side, dismounted, doffed his cap, smiled, and said pleasantly, "How charming to find you here; you know you are to go for a ride with me?"

The girl glanced about, then looked up to him and asked, "Where?"

"Oh, right out on this road, where else would I wish to take you?" he answered knowingly.

The girl pondered. She looked wistfully back at the school, then out on the long stretch of road before her. The man gazed at her scrutinizingly. Then, "I will go," she said simply.

The man's face brightened as he led her from the path to the road and gently placed her before him on the bicycle. As he did so, he remarked with an air of authority, "This is your last walk out this path."

When evening came the girl was missed by her friends. No one knew where she might be found. Two persons had seen her going out towards "Lovers' Lane," but no one had seen her return. The news that the girl could not be found spread rapidly as evening deepened.

Anxiety crept into the minds of the Faculty and students. Several search parties were formed by the students, but their search was unsuccessful. The following day she was still missing. The search was continued, the girl's relatives were notified, but no trace of her could be found.

The days grew into weeks, the weeks into months, and then the discussion of her disappearance gradually ceased, as other things of importance filled the minds of the students; but it was by no means forgotten by them. As the months grew into years this incident still remained a mystery and was related with great and numerous variations to the new students of each year.

At first no girl would, under any circumstances whatever, even think of walking out this road. A mystery seemed to shroud the place, but as time passed this wore away and "Lovers' Lane" again became a favorite walking place. After school hours and on Sundays, one could walk out that way and meet numbers of happy-faced students enjoying the shade of the overhanging boughs and the old novelty of crossing "Proposal Bridge."

But this privilege is enjoyed no more. At the beginning of this school year, a young girl entered the office to register and asked to have a private interview with the President. After she was shown into his office, she handed him a message, which she said had been entrusted to her by her great-grandmother to be delivered to the President of the school. The President thanked her and she was dismissed. After several meetings of the Faculty and Student Council, a special bulletin was posted, which stated that the Council had deemed it wise to fix the city limits as the boundary for students walking to the north and east of town. One may walk now only to the edge of town, where the large white sign boards mark the city limits, and before him lie the beauties of this favorite haunt, but no longer can he stroll out the shady path, or cross old "Proposal Bridge."

Everyone soon knew that the message which had been handed to the President that first day of school was the solution of a dual tragedy: the disappearance of "The Princess" at "Lovers' Lane" and the restriction made upon present students.

I did not hear just exactly what the message said, but it told how this girl had been taken by the man, how she had been made a willing captive by him. She thought it her duty to warn the President; that, if he wished to keep the girls at school for the purpose of educating future youth, and wished for their welfare in this profession, not to let them walk out this road, as the same fate might befall them as had befallen her.

The Faculty and Council considered it, that there truly was a possibility of another such loss, that of the number of charming young girls and the danger of the road east of town. Hence the rule was made.

If one watches, he may see a few girls walk slowly out to the large white sign board, gaze with eagerness out the forbidden path, then turn and walk back. Submissively, they choose the walks south and west of town.

—D. P.

Senior History

IN 1911 a most remarkable bunch of Freshies in clean, new bibs and tuckers presented themselves at the Registrar's office in the Oregon Normal School.

Such an intelligent, wholesome looking company could not but attract much comment, and various upper-classmen were seen to tremble at the thought of the probable defeats in store for them. Well they might tremble. This same innocent looking group of Freshmen has developed through four years into a class the like of which has never been approached in former years.

As Freshmen and Sophomores we spent much time in the important work of learning what not to do as Juniors and Seniors. As Juniors we accomplished great things for Monmouth. Realizing the dearth of proper amusements in that town we organized and carried to a successful finish a circus. So much for our Junior Class Day. This same year we rescued the Seniors from defeat on May Day by just two points. Individual members of the class have distinguished themselves in tennis, basketball and oratory.

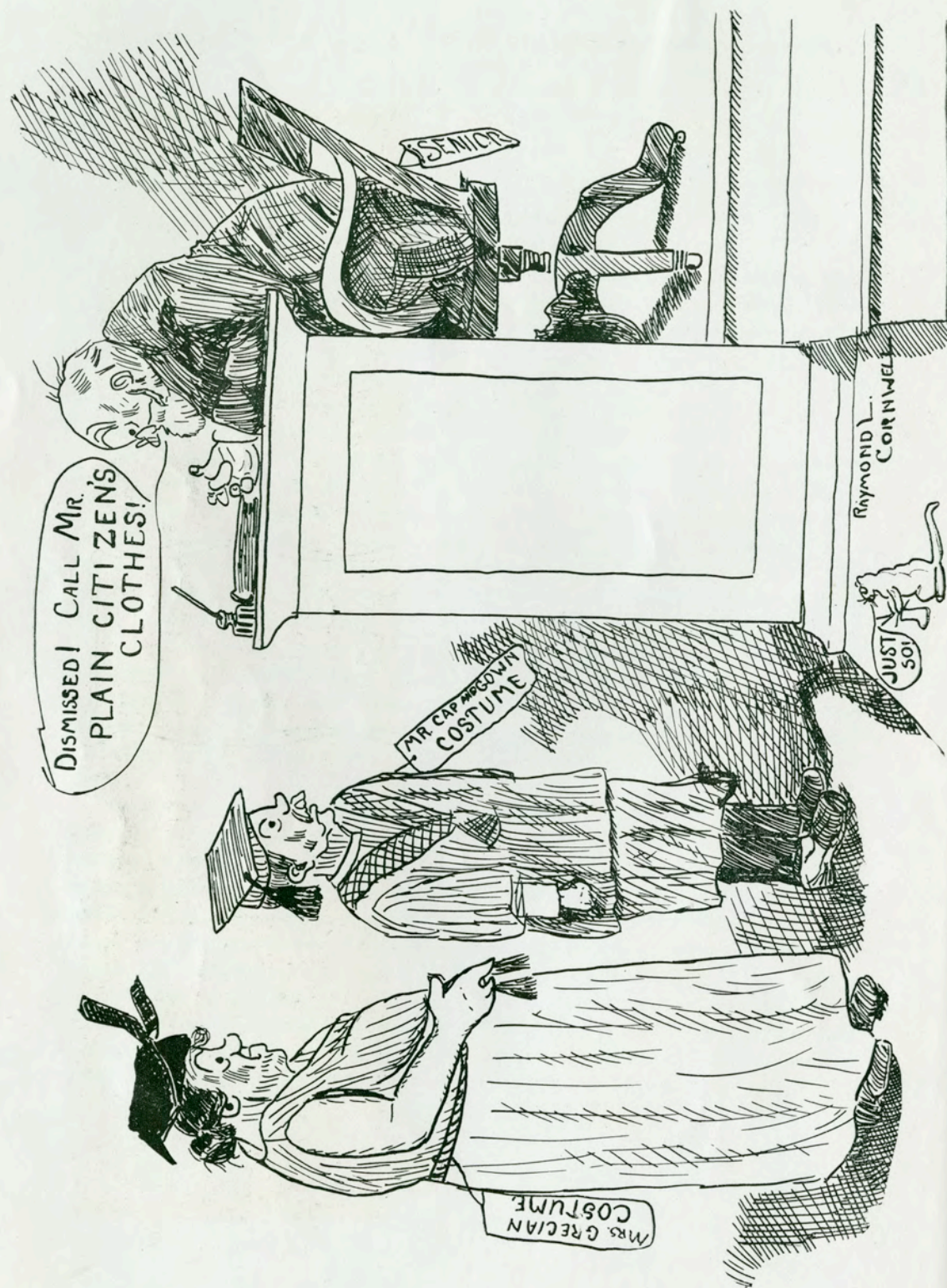
The Class of '15 has ever been actuated by a true spirit of generosity and unselfishness, which we strongly advise other classes to emulate. This developed most noticeably in our Senior year. After playing two tie games of basketball with the Juniors our team nobly sacrificed the third game because of the true Christmas spirit. Sundry other contests have further proved that this spirit rules us.

We are told that a broadminded person is open to conviction and easily led. If this be true, as Seniors we have proved over and over that we are broadminded. One need only look over the records of our class meetings to see how many times we have reconsidered every motion passed. Only six of the fair Freshmen who entered in 1911 remained to become Seniors. This can be explained by the fact that it was discovered that the schools of Oregon needed leaders. True to its mission the class surrendered many of its best to fill the need.

Although, as you have no doubt discovered, we are a quiet, unassuming bunch, when our compressed and bottled-up energy bursts forth in effervescent myriads of accomplishments then shall we prove ourselves worthy of mention on the immortal pages of History as establishing lasting fame for O. N. S.

—E. D. and M. S.

Classes



THE NORM

Seniors

MARTHA ALLEY

Nehalem, Oregon

"Moderation is the silken cord running through the pearl chain of thy virtues."

EDNA AYERS

La Grande

"Love better is than fame."

EMMA APPEGATE

Yoncalla

Faithful she is in each task small,
Competent, steady, a friend to all.

MARGUERITA ANDREWS

Corvallis

"The gods approve the depths and not the
tumult of the soul."



THE NORM

Seniors



MARIE ANDREWS

Corvallis

"The mildest manners and the gentlest heart."

CRISSIE BRAMBERG

Independence

"She, therefore, turns here clouds about
And always wears them inside out to show
the lining."

DELLA BRYANT

Myrtle Point

"Mirth, admit me of thy crew,
To live with her, and live with thee
In unproved pleasures free."

DELLA BALDWIN

Corvallis

"Such joy ambition finds."

THE NORM

Seniors



MILDRED BUCHANAN

Corvallis

Silence is the mother of thought.

FRANCES BARTLETT

Springfield

Slender and tall and graceful.

CYNTHIA BAIRD

Portland

"Exceeding fair she was not; and yet fair
in that she never studied to be fairer than
nature made her."

RANIE BURKHEAD

Monmouth

Somebody take care of this kid.

Seniors



BEULAH BALDERSEE

Dallas

"Humility, that low sweet root,
From which all heavenly virtues shoot."

LENA BURCHAM

Cottage Grove

"Her ways are ways of pleasantness."

ROY BOWMAN

Falls City

"One single positive weighs more
You know than negatives a score."

SADIE BRUCE

McMinnville

"Knowledge is more than equivalent to
force."

Seniors



HESTER BEMIS

Cottage Grove

"Gentle in manner, firm in reality."

BARBARA BOLLER

Springfield

Merry and blythe is she.

ARTHUR BURKHEAD

Monmouth

"Born for success he seems,
With grace to win, with heart to dare."

GERTRUDE BUEHLER

Portland

"She's armed without that's innocent within."

THE NORM

Seniors



EDNA CARMICHAEL

Lexington

"I do not know of any way so sure of making others happy as being so one's self."

SUSIE CRAPSON

Queen City, Mo.

"I would help others out of a fellow feeling."

DEO COOPER

Monmouth

"A moral, sensible and well bred man."

LUCILE COPENHAVER

Springfield

"All that's best of dark and bright,
Met in her aspect and her eyes."

THE NORM

Seniors



LILLIE CRAPSON

Queen City, Mo.

"Nothing is impossible to industry."

GERTRUDE CAPPS

Independence

"Because I cannot do everything,
I will not refuse to do the something that I
can do."

A. BEATRICE CHANEAY

Riverton

"She was a queen among women."

IRENE DE ARMOND

Vale

"Grace is in all her steps.
In every gesture dignity."

Seniors



ELTA DILLARD
Roseburg
All people said she had authority.



ETHEL DAVIS
Myrtle Creek
"Gentle of speech, beneficent of mind."



MADGE DE LANO
Puyallup, Washington
"Her face betokens all things dear and good."



MABEL DOTY
Redmond
"She doeth little kindnesses which most leave undone."

Seniors



EDNA DAMMON
Monmouth
Mighty of heart, mighty of mind.



PRUDENCE DENNY
Lafayette
"Ready to work, ready to play,
Ready to help whoever she may."



CLARENCE H. EAGY
Albany
Something between a help and a hindrance.



INA ELMBUND
Carlton
She's either in the slough of Despondency,
or on the mountain top of Enthusiasm.

THE NORM

Seniors

CLARISE EDWARDS

Vale
"Whose wit in the combat as gentle and
bright,
Never carried a heart strain away on its
blade."

BELVA FLANAGAN

Marshfield
"Her sunny looks hang on her temple like
a golden fleece."

ADA FARMER

Rickreal
"And often have I heard defended,
Little said is soonest mended."

FLORENCE FIELDHOUSE

Gresham
"Her modest looks the cottage might adorn."



THE NORM

Seniors

SELLAH FOSTER

Dayton
"She loves when she loves,
She hates when she hates."

MILDRED FORCE

Monmouth
"Genteel in personage, conduct and equipage,
Noble by heritage, generous and free."

GLADYS HORN

Bonanza
"A smile on her lips and a tear in her eyes."



Seniors

EXCIL H. HEDRICK

Drain

"Who mixed reason with pleasure and wisdom with mirth."

LEVICY HAMILTON

Independence

"What sweet delight a quiet life affords."

DONNA HENRY

Salem

"The love of learning, the sequestered nooks,
And all the sweet serenity of books."

BESSIE IMMEL

Marshfield

Those graceful acts,
Those thousand decencies that daily flow
From all her words and actions.



Seniors

MABEL JOHNSON

Monmouth

"Happy am I, from care I am free;
Why aren't they all contented like me."

SADIE JACKSON

Monmouth

Quiet and retiring.

MAMIE JACKSON

Monmouth

Gentle and grave in simple dress.

ETHEL KLANN

Madras

"Never idle a moment but thrifty and thoughtful of others."



Seniors

AUGUSTA KAUTZ

Portland

"Her wit was more than man; her innocence a child."

HILDA LORENZEN

Albany

"A brave endeavor to do her duty, whate'er it's worth."

C. L. McCARTHY

Monmouth

"I weigh the man, not his title; 'tis not the king's stamp can make the metal better or heavier."

MAUDE MICHEL

Gresham

"No one will be more profoundly sad
Than she who laughs too well."



Seniors

FLORENCE McDONALD

Nyssa

"None knew thee but to love thee,
None named thee but to praise thee."

ELLEN MAXFIELD

Payette, Idaho

"As pure as a pearl and as perfect;
A noble and innocent soul."

NERIA McKEE

Wallace, Idaho

"Quiet, attractive, and is as virtuous as she
is charming."

MOSSIE METTIE

Ukiah

"The reason firm; the temperate will,
Endurance, foresight, strength and skill."



Seniors



MINNIE MORRILL

Hillsboro

"Nothing great was ever achieved without enthusiasm."

ESTHER MICKELSON

Los Gatos, Cal.

"Earth's noblest thing—a woman perfected."

EMILY MARSHALL

Portland

"Be what thou seemest; live thy creed."

MRS. LIDA MAY McCARTHY

Monmouth

How sad it is to have one's merit's unappreciated.

Seniors



LOUIS MURDOCK

Yamhill

"So much one man can do who doth both act and know."

DAISY NEWHOUSE

Springbrook

Her thoughts are her companions.

ALVEDA PETERSON

McMinnville

"Forward and frolic glee was there,
The will to do, the soul to dare."

GERTRUDE PARKER

Grants Pass

"Her voice like the voice the stars
Had when they sang together."

Seniors



ELSIE PHILLPOTT

Prosper

I am just a country maiden.

GERALDINE RUCH

Eugene

Ripe for exploits and mighty enterprises.

JUANITA RANDALL

Lents

"More shy than the shy violet."

DOLLIE ROBBINS

Myrtle Point

"A pleasing countenance is no slight advantage."

Seniors



ALMA RICHTER

Oak Grove

"Those friends thou hast and their adoption tried,
Grapple them to thy soul with hoops of steel."

ORRIE STEINBERGE

"Her sweetness void of pride, would hide her faults if faults she had."

MARIE SMITH

Monmouth

The heart to conceive, the understanding to direct and the hand to execute.

MERLE STEARNS

Eugene

The ripest peach hangs highest on the tree.

THE NORM

Seniors



MYRTLE SAWYERS

Brownsville

"A babe in a house is a well-spring of pleasure."

MARJORIE SPEED

Monmouth

The multitude is always in the wrong.

LOLA SHAFFER

Independence

What her heart thinks her tongue speaks.

DOLLIE SMITH

Roseburg

She will when she will and she won't when she won't.

THE NORM

Seniors



MABEL THOMAS

Medford

The quiet mind is richer than a crown.

MYRTLE TRIPP

Eugene

Quiet and sensible.

HELEN THOMAS

Sonora, Cal.

"I cannot *rest from* travel."

MATHILDA VEIT

Eugene

If silence is golden thou art a nugget.

Seniors



EDITH WATT

Bay City

"Fain would I climb yet fear to fall."

INEZ WILLETS

Persist

"Who does the best her circumstances allows,
Does well, acts nobly; angels could do no
more."

BYRON WHITE

Monmouth

"Cheerful at morn he wakes from short
repose,
Breathes the keen air and carols as he
goes."

JOSIAH WILLS

Eugene

"Call her once again before you go—
Call once yet in a voice she will know,
Margaret! Margaret!"

Seniors



DELLA ZIMMERMAN

Troutdale

"Eyes that look into the very soul—
Bright, and as black and as burning as coal."

GERTRUDE POLLOCK

Monmouth

"A little, tiny, pretty, witty, charming dar-
ling she."

JESSIE ARMSTRONG

Portland

"There was a soft and pensive grace,
A cast of thought upon her face
That suited well her forehead high."

RUBY SKINNER

McMinnville

She made a virtue of necessity.

MRS. KATHRYN SMITH

Lents

Thou hast the patience and faith of saints,

ROLLEIN DICKERSON

Eugene

"A proper man as one shall see in a Sum-
mer day."

CORA TURNIDGE

Sheridan

She is one who will "attempt the end and
never stand in doubt."

MARGARET WHALLEY

Portland

Whatever she does she does with her
might.

Senior Will

In the Name of God, Amen

WE, the Senior Class of the Oregon Normal School, in the year of our Lord, Nineteen Hundred Fifteen, being in good health and of sound mind, realizing the uncertainty of time and the brevity of mortal life on this oblate spheroid and the inevitability of eternity, do hereby will and bequeath, while in good health and of sound mind, to President J. H. Ackerman the privilege of riding in his new Studebaker without a chaperon, provided, he is accompanied by Mrs. Ackerman. The aforesaid privilege to be used only while the Oregon Normal School is in regular session.

II. We, Marguerita Andrews, Marie Andrews, Emona Applegate, Martha Alley, Edna Ayers and Jessie Armstrong, do will and bequeath our excellent devises in teaching to Miss Arbuthnot, said devises to be used by said person, only when said person is teaching a model lesson before observers.

III. Ranie Burkhead, Frances Bartlett, Barbara Boller, Beulah Balderree, Sadie Bruce, Roy Bowman and Cynthia Baird do will and bequeath to Mr. Butler their smiles to be used when aforesaid Mr. Butler loses his. Also all their surplus flesh, said flesh to be claimed at once and kept near his person at all times.

IV. To Miss Butler the following articles are willed by Arthur Burkhead, Della Bryant, Crissie Bramberg, Lena Burcham, Hester Bemis, Gertrude Beuhler, Mildred Buchanan and Della Baldwin: 1 can tomato soup, 1 pint milk, 1 teaspoon salt, 1 shake of pepper, 1 ounce of butter, three crackers. Above-mentioned articles to be used when Miss Fortune overtakes Miss Butler while said Miss Butler is riding alone (?) in her Ford.

V. To Miss Cahoon is willed the rate of walking ten miles per hour by Lleo Cooper, also a pair of high heels for said Miss Cahoon's white Mary Janes by Susie and Lilie Crapson, Lucile Copenhaver, Beatrice Chaneay and Gertrude Capps.

VI. To Miss Davson, we the following Seniors, Edna Dammon, Prudence Denny, Etta Dillard and Mabel Doty will and bequeath all Lesson Plans which have been returned without marks.

VII. To Miss Dunsmore, who is soon to leave the Normal, Madge DeLano, Irene DeArmond, Anna Darrah and Ethel Davis desire to will their qualities as home keepers.

VIII. Clarence Eagy, Clarice Edwards and Ina Elmlund do will to Mr. Evenden their shortness.

IX. To Mr. Gilmore and Mr. Gentle, Ada Farmer, Mildred Force, Florence Guildhouse, Sellah Foster and Belva Flannigan wish to will their livestock.

X. To Miss Greene is left by Bessie Immel, Mabel Johnson, Mamie and Sadie Jackson their long dresses.

XI. Through the provisions of this will, Miss Hoham is endowed with the extraordinary voices of Levica Hamilton, Gladys Horn and Ercil Hedrick.

XII. To Miss Kennon is willed Augusta Krantz's and Ethel Klaun's "eh's" to be used when said Miss Kennon's wears out.

XIII. To Miss McIntosh is willed the dignity of Esther Mickelson, Ellen Maxfield, Minnie Morril, Mossie Mettie, Meria McKee, C. L. McCarthy, Lida McCarthy, Maud Michel, Louis Murdock, Florence McDonald and Emily Marshall.

XIV. To Mr. Ostien, we, Hilda Lorenzen, Daisy Newhouse, and Edna Carmichel do bequeath three boxes of mints, three dozen appletree roses, and an apple.

XV. To Miss Parrott, Elsie Philpott, Alveda Peterson, and Gertrude Parker do will their enthusiasm in all work. Also Gertrude Pollow wishes to leave Miss Parrott her unusual talent in memorizing poetry.

XVI. To Mr. Pittman is willed the privilege of visiting the schools taught by Geraldine Ruch, Dollie Robbins, Alma Richter, Juanita Randall, Lola Shaffer, Marie Smith, Marjorie Speed, Orrie Stienberg, and Merle Stearns.

XVII. We, Ruby Skinner, Dollie Smith, Myrtle Sawyers, Kathryn Smith, Myrtie Tripp, Helen Thomas, Mabel Thomas, and Cora Turnidge do will our grace of movement and agility to Miss Taylor and our night watches to Miss Todd.

XVIII. To Miss West, who has been so faithful to us all, we, Inez Willets, Josiah Wills, Edith Watt, Margaret Whalley, Byron White, and Dilla Zimmerman leave our "low gears."

The above to take effect on June 17, in year of our Lord, nineteen hundred fifteen.

(Signed) SENIOR CLASS.

Witness: FRANCES LEE BARTLETT.



Scene in Art Room

THE NORM

The Senior Horoscope

Name	Nickname	Reared on	Desires to be	Will be
Emma Applegate	Emma	Buttermilk	Single	An old man's darling
Arthur Burkhead	Artie	Acids, bases and salts	A chauffeur	Some traveler
Ranie Burkhead	Ranie	A well balanced ration	A medical inspector	A corn doctor
Roy Bowman	Roy	Pickles	A married man	Something more
Hester Bemis	Hester	Lane County products	A teacher	"Called higher"
Lena Burcham	Lena	"Substantials"	A critic	A good one
Beatrice Chaneay	Bea	Sunshine	Useful	Beautiful
Deo Cooper	Deacon	Chicken	A parson	A bishop
Rollien Dickerson	Rollien	Fodder	A poet	A village preacher
Clarence Eagy	Eagy	Pumpkins	A sport	A ladies' man
Mildred Force	Millie	Sweets	Cherished	Adored
Ercel Hedrick	Hedrick	Potatoes	A lawyer	An old uncle
Mabel Johnson	Mabe	Solids	Small	Larger
Chas. McCarthy	Mac	Peanuts	A pedagogue	A farmer
Lyda McCarthy	My lamb	Fudge	Music teacher	A farmer's wife
Louis Murdock	Louie	Johnny cake	A millionaire	A friend of the poor
Kathryn Smith	Kitty	Malted milk	A teacher	Poultry fancier
Myrtle Tripp	Myrt	"Eugenic stuff"	An old maid	Something else
Cora Turnridge	Just Cora	Acids	A teacher	A lawyer
Josiah Wills	Joe	Mutton	A missionary	On the lookout for cannibals
Edith Watt	Edith	Ocean foam	Short and fat	No taller
Byron White	Marie	Mellen's Food	A Caruso	Some singer
Ethel Klann	Mumps	Graham mush	Somebody's cook	A supervisor
Orrie Steinberge	Experience	Domestic science eats	Married	Single
Marie Smith	Re-Re	Oregon soil	Politician	Dressmaker
Gertrude Parker	Gert	Pumpkin pie	A prima donna	A lullaby singer
Della Zimmerman	Tommy	Puffed wheat	A circus girl	A country man's housekeeper
Levicy Hamilton	Peggy	Independence butter	A music teacher	A tight-rope walker
Barbara Boller	Barb	Pop corn	A singing teacher	A lion tamer
Juanita Randall	Nita	Goodness	Domestic science teacher	Home maker
Florence Fieldhouse	Bobby	Irish potatoes	Farmer's wife	An old maid
Sadie Jackson	Sade	Flapjacks	A great reformer	A movie actress
Emily Marshall	Em	Fish	An all-round athlete	A missionary

THE NORM

The Senior Horoscope—Continued

Name	Nickname	Reared on	Desires to be	Will be
Inez Willets	Willie	Premo developer	A professional photographer	A soap-box orator
Daisy Newhouse	Daisy	Prunes	Pedagogue	A home missionary
Mathilda Veit	Tillie	Macaroni	Clerk	State superintendent
Ada Farmer	Frousy	Farm products	State senator	Farmer
Louella de Lano	Maggie	Slang expression	Clerk in a candy store	Agent for "Rogers" silverware
Mamie Jackson	Mame	Mellin's food	A chorus girl	A shop lifter
Gertrude Capps	Gertie	Fresh eggs and butter	A teacher	A domestic art teacher
Clarice Edwards	Ed	Bunch grass	School teacher	Rider at Pendleton Round-Up
Gertrude Buehler	Trudie	Chicago winds	Home missionary	Teacher in slums
Augusta Kautz	Gus	Sauer kraut	Gentle housewife	An artist's model
Mabel Doty	Doty dear	Sage hen	Matron of O. N. S. dorm.	Housewife
Ruby Skinner	Skinny	Own efforts	A comic actress	A grandmother
Francis Bartlett	Fran	Vinegar	High school teacher	Public speaker
Mossie Mettie	Auntie Moss	Hadn't any rearin'	Governor of Oregon	Superintendent of Podunk
Myrtle Sawyer	Tommy	Compressed air	Farmer's wife	Paris designer
Bess Immel	Bessie Gay	Hoe cake	Married	An old maid school ma'am
Ethel Davis	Little Ethel	Yeast foam	Clerk in department store	Leader in suffrage movement
Lola Shaffer	Lola	Apricots	Rural Supervisor	Expounder of Tennyson
Edna Dammon	Shorty	Force	A school director	A pickle manufacturer
Elsie Philpott	Phil	Salmon	State senator	Mayor of Portsmouth
Crissie Bramberg	Cris	Puffed rice	Married	Teacher
Alveda Peterson	Pete	Buttermilk	University instructor	A country school ma'am
Martha Alley	Polly	Sea foam	Circus rider	A knight
Marguerite Andrews	Rita	Fresh air	School ma'am	Bockworm
Marjorie Speed	Margie	Onions	Matron of orphan asylum	Dressmaker
Dollie Robbins	Dollie	Mountain scenery	School teacher	Peace maker
Marie Andrews	Marie	Sunshine	A farmer	A designer's model
Sellah Foster	Kate	Potatoes	Instructor in English	An old maid
Dollie Smith	Dollie	Rutabagas	A public speaker	Dervish dancer
Ina Elmlund	Ned	Sweets	Heart smasher	Old maid
Mabel Thomas	Mabe	Yeast	An opera singer	Suffragette
Gladys Horn	Glad	Coffee	Slender	Disappointed

THE NORM

The Senior Horoscope—Continued

Name	Nickname	Reared on	Desires to be	Will be
Belo Flannigan	Goldie	Potatoes	Owner of a "Ford"	Artist
Mildred Buchanan	Millie	Literature	Famous story teller	Rival of Seumas MacMamus.
Ellen Maxfield	Max	Cantaloupes	Widow	Tall, willowy prima donna
Cynthia Baird	Capt. Baird	Bread pudding	Botanist	Domestic science teacher
Lucile Copenhover	Lilly	Pignuts	Mathematics teacher	Professional tatter
Esther Mickelson	Mike	Ambrosia	A forecaster of "Ranie" days	Editor of Oregon teachers' monthly
Sadie Bruce	Sadie	Hot air	President of U. S.	A school teacher
Prudence Denny	Prudie	Domestic science	Worthy pedagogue	Dannie's wife
Elta Dillard	Dillie	History	Great historian	Head of hist. dept. O. N. S.
Geraldine Ruch	Jerry	On her toes in Jr. and Sr. games	Great singer	In her own home
Alma Richter	Dingit	Acorns	Able to run a Ford	Driving cws
Beulah Balderee	Never had any	Goodness	A farmer's wife	Missionary to Japan
Mauda Michel	Dixie	Sweet potatoes	Society lady	Traveling seamstress
Edna Ayars	Ed	Pickles	Married	Suffragette speaker
Helen Thomas	Tommy	Prunes	Thinner	Fatter
Gertrude Pollow	Trudie	Onions	Prima donna	Chorus girl
Jessie Armstrong	Jessica	Graham mush	Vocal teacher	Housekeeper
Minnie Morrill	Minette	Ginger bread	Teacher of Palmer system	Vocal instructor
Nervia McKee	Pat	Irish stew	Prima donna	Ask Dan
Della Baldwin	Baldie	Oranges	Progressive farmer	Critic in new T. D.
Anna Darrah	Ann	An elevator	Millionaire's wife	Opera singer
Hilda Lorengen	Hildie	Fresh air and sunshine	Enthusiastic teacher	Somebody's wife
Irene De Armond	Irene	Soup	Shakespearian actor	Spanish baroness
Della Bryant	Dell	Cream	School teacher	Animal trainer
Lillie Crapson	Scraps	Corn on the cob	Florist	Missourian's wife
Margaret Whalley	Margie	Crackers	An Indian club swinger	A rolling-pin "slinger"
Merle Stearns	Peaches	Malted milk	Thin and pale	A dreamer
Florence McDonald	Flossie	Sage brush	Just herself	Someone else's
Susie Crapson	Sue	Succotash	Poultry raiser	Artist
Marion Hayes	Marionette	Kellogg's Korn Flakes	The most popular man	Not quite that
Edna Carmichal	Edna	Several things	A postmistress	Red cross nurse
Donna Henry	Don	Pan cakes	Neither great nor small	A peace maker

THE NORM



Anderson
Airhart
Bennett
Booth
Baker

Brandt
Brumbaugh
Bell
Bramberg
Burchell

Burns
Curry
Crapson
Cornwell
Chute

Cornwell, R.
Cole
Davis
Daubner
Farmer

THE NORM



Foster
Green
Galbreath
Gentle
Gillette

Harrison
Hall, M.
Houck
Headland
Hartung

Hays
Hoppe
Harper
Hudson
Kreamer

Keck
Lloyd
McDonald
Newman
Nielson

THE NORM



Oaks
Ogysbury
Portwood
Paulson
Pearson

Porter
Pallett
Rogers
Rowland
Springer

Turner
Temple
Tompson
Williams
Wievesick

Wanke
Williams
Warner
Workman
West

Junior Class Report



Work
Williamson
Young
Reed
Barns



WE are delegates to introduce you to Miss Margaret Halvorsen, president of the Junior class. Miss Halvorsen presides over the largest and most prominent class that has yet registered at the Oregon Normal School. She has led the class very successfully and presides with a dignity and preciseness that is most pleasing.

Among some of the things which our class has done of importance is our Junior Day, which was started with the ringing of the bell at four o'clock A. M., and was carried through the day with much success, ending with a party given in the chapel and a dance in the gymnasium.

We have very much enjoyed being Juniors and it is with pleasure that we introduce ourselves as the Juniors of 1915.

—REPORTER.



Allen
Channy
Martin

Dunton

Grettye
Harris
Rousser

Nedry

Ricket
Palmer
Ranny

Turnage

Darnielle
Crawford
Wells

Sophomores' Class Report

WHAT about the Sophomores! We are a band of twenty enthusiastic workers. When the May Day plans were begun and the historical pageant for each class decided upon, we concluded to co-operate with the Freshman class for this eventful day. The combined classes presented English history in America, showing the landing of the Pilgrims, their homes and industrial life, and the first treaty with the Indians. Our success was made possible by the splendid team work and spirit of the two classes.

May twenty-first was another happy day for the combined classes. On this glorious class day, we held sway over the Normal. Admission tickets were sold in the Normal Hall and promptly at two o'clock our play began. The Normal orchestra favored us with several pleasing selections. Again our success was due to class spirit and the help of our class advisors.

—REPORTER.



Scene In Domestic Science Room



Buell
Walhelm
Evans

Enlund
Jacobs
Johnson
Dickert

Hubbard
Lloyd
McCord

Freshman Class Report

THE new officers of the Freshman class for the second semester are: Adabell McCord, President; Bernice Lloyd, Vice-President; Edyth Harper, Secretary and Treasurer; Alma Dickert, Reporter; Lloyd Enlund, Sergeant-at-Arms. The class was well represented at the Oratorical Contest held at McMinnville. The class delegates, Miss McCord and Miss Lloyd, were present.

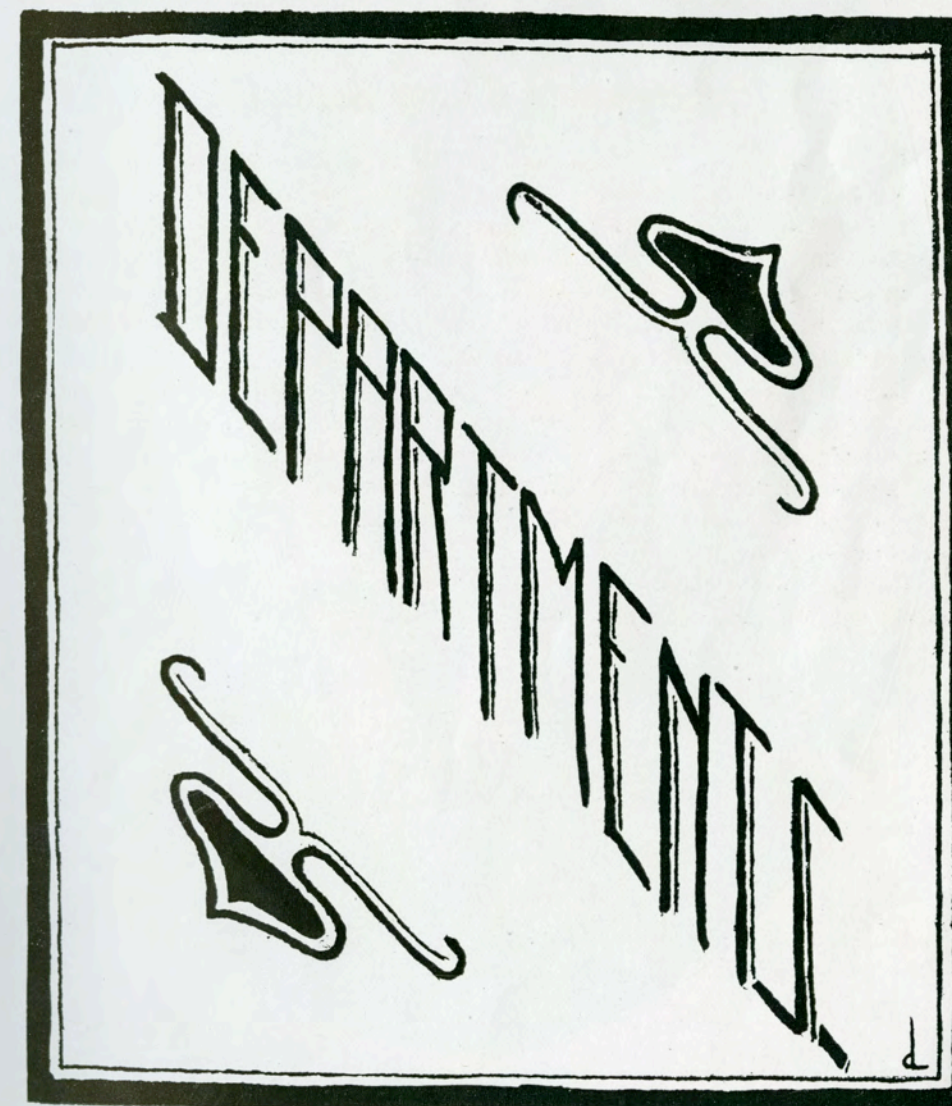
Owing to the smallness of the two classes, the Freshmen and Sophomores combined classes for May Day and Class Day.

Class Day was May 21. The chapel was very tastefully decorated, and the chapel period given over to a program presented by the classes. In the afternoon another interesting program was given, followed by different sports.

The part of the May Day pageant given by the class was "English History in America," in which were three scenes portraying the coming of the Pilgrims and their first settlements.

The class also entered the contests of club swinging, volley ball, tennis, folk dancing and May pole winding.

—REPORTER.





President J. H. Ackerman

Department of School Administration and Supervision

By E. H. HEDRICK

PERHAPS the greatest problems affecting the success of a teacher or principal are those pertaining to the organization and administration of the affairs of the school. With this idea in mind, the president makes it his personal business to see that this department shall not be found wanting.

The work is taken up by the student following that in the course of study, also given by the President, and the difficulties with which a teacher must deal from the time the contract is signed till the first year's work is completed are taken up as far as possible in a concrete manner. A workable program is outlined and some of the many and more difficult problems of city and town organization, administration and supervision are set up for solution.

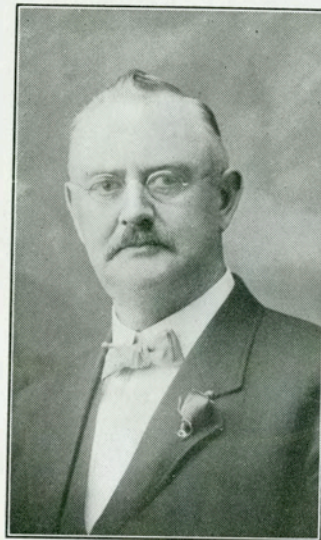
All students wishing to graduate take this course and it is safe to say that of the scores of men and women who go out from the Normal every year, there is not one whose work and abilities as a teacher are not personally known to the President. Not only is he able to know the work from the reports of other departments but more intimately still from this personal contact with the students themselves in daily classroom work.

The aim is to give to the future teacher a clearer conception of the work, not only from his own point but from the standpoint of trustee, patron, and pupil, and in general a better understanding of the true function of the school and its proper relation to those other institutions in that complexity which go to make up community and state. This, together with the molding of higher ideals and the creation of the right attitude toward the profession, is the hope of the department.

It goes without saying that to successfully present this most important phase of teachers' preparatory work requires a man, first of all, with a broad vision of educational affairs in general; a first hand knowledge of the details and problems of the profession; a man whose theories have been tested by years of practical application and proven sound by a record of past achievement. Such a man is President Ackerman.

Professional History

BY BESSIE IMMEL



J. B. V. Butler

"HISTORY is the onward march of the human spirit." This is the definition given us by Mr. Butler at the beginning of the Professional History work and in all our discussions we are led to see that this is true. In this class history is not so many dry, hard facts and as many more battles and tiresome dates to be memorized but it is a comprehensive view of all that is happening about us. We see that history is being made today as well as thousands of years ago.

During the semester each member of the class prepares at least one lesson plan and teaches the class for one day, having entire charge of the situation for that time. Of course Mr. Butler is always close at hand to help and save us from chagrin or embarrassment when some "inquisitive boy" asks a question that we cannot answer.

On February twenty-second President Ackerman gave the chapel period over to us that we might use the time in appropriate exercises to commemorate one who did so much for our country when she was just beginning to make history for herself as an independent nation. The program consisted of music, readings, dramatizations and an excellent talk by Mr. Butler.

In our instructor we have an example of the ideal teacher and every hour spent with him is a help and inspiration. No question raised by any member of the class is too much trouble to be considered and explained in such a way that all feel that it has been very worth while. The greatest care is taken that no point, however small, is left cloudy in any mind. Surely, after spending a semester in such a class no teacher will ever dislike "history" and he will find a great deal of pleasure in it for his own classes.

Department of Education

BY CORA L. TURNIDGE



E. S. Evenden

OF ALL the departments in the Normal School perhaps not one is full of such deep interest to the student as the Department of Education. It is here that he knows he will find that scientific knowledge upon which the successful use of subject matter and methods learned in other departments is to be based.

And if we were to single out the particular study of greatest worth from this department, we should undoubtedly select Psychology. No student in the school is permitted to graduate until he has completed a thorough course in this subject, which is considered of fully as much importance to the teacher as the understanding of the compass is to the sailor.

Here is a study calculated to call for the most earnest consideration by the student. What is mind? How is it developed? What effect has environment on the child? To what extent does that environment depend on the teacher? Upon what principles of Psychology are our present stock of methods based? These and other practical questions will naturally arise as to the development of the human mind is followed carefully in its various workings.

By acquainting the student with the effects produced by certain stimuli, psychology fits him to better adjust his own life to any set of conditions, either without or within. To be conservative we might estimate that life has taken on a triple value and pleasure to that one who has made the truths of this subject his own.

To Mr. Evenden, Head of the Department of Education, whose unflagging zeal, enthusiasm and sympathy has ever been an inspiration, a hearty vote of appreciation and thanks is respectfully tendered by the students, through these lines.

Department of Art

BY L. D'L.



Alberta Green

ART in the home, as a reflection of the happiness which comes from appreciation of beauty in color and arrangement, is far from being universal. The picture of a man who fails to house himself simply and beautifully seems appalling to people who believe that beauty is life.

We cannot all be artists. Some of us have very little creative power or talent along artistic lines but most of us desire some knowledge of art. How often have we marvelled at the barrenness of the homes of some of our friends. How much a well chosen, simple decorative design, a soft-toned picture, or a bit of furniture, would have added to the pleasantness of their surrounding. If we live within an environment that is not harmonious we, very soon, become accustomed to it and are not aware that colors clash and decorations lack harmony, rhythm and balance. It veri-

fies the statement that "simple habits dull the sense of finer feelings." If this be true then we are under even greater obligations to influence and train these habits in the right direction. Every public school system is confronted by this same problem.

This semester a greater number of students than ever before have availed themselves of the courses offered in Art I, II and III. A new class in Mechanical Drawing has been added and is conducted in connection with Art II.

Under the able direction and supervision of Miss Alberta Greene the students in Art I have made many very effective program covers, booklets, pictures from nature and cut out stories. The methods for using this material in the first four grades have also been given. The methods for the use of the next four grades have been worked out in Art II. Community posters, drawings from nature, line figures and charcoal studies are a small number of the interesting things this class has enjoyed. The Applied Arts Design Class have been concerned with the very practical things. Posters, advertising cards, calendars, mottoes, stencils, tooled leather and book binding have been their special problems.

Excellent results have been achieved this semester in all three classes. The large attendance and enthusiastic efforts of the students prove the genuine interest and pleasure that they get from the work. If this interest in the work is continued how long will it be until the schools, rural, as well as city, will reap the benefits of this training? When this is accomplished, will it, then, be such a great step from the school to the home?

Department of Mathematics

Teaching Arithmetic

BY CLAUDE A. AREHART



H. C. Ostien

THE object of this department is to assist teachers to more mature power which gives means to an end and makes steps in response to needs. In arithmetic, as in any other subject, the teacher must observe critically and practice steadily before she can gain those finer qualities of balance and resources of interpretation that are needed to get the best results. She must assume that pupils, like the race, must be inventors and must put before them means by which they can create subject matter for their needs. Number and operations upon number do not exist ready formed, but are mental products.

The teacher must use methods whereby her pupils find it necessary to respond to a need in actual situations. She should not wish her pupils to study the varieties ready formed and to memorize set definitions, but she should

have them find the varieties for themselves and make definitions in terms of development. Her plan should be definite and each step a logical one. She should know exactly what she is going to do and exactly how she is going to do it. This plan is not to be written out and forgotten, but the formed steps are to be in the teacher's mind as a guide. The teacher who will work out such a plan or guide will do much better work than one who does not.

The work of training teachers in the method of teaching arithmetic is based on the belief that the primary and most important aim in the study of the subject is (1) to attain accuracy and reasonable rapidity in the handling of numbers, integral and fractional, in the fundamental operations of addition, subtraction, multiplication, and division, and (2) to use correctly this knowledge in the working of such number problems as may arise in the various activities of life. To assist in the first the work must be carefully graded, must be pursued with proper logical sequence, and pupils must be given constant and varied drill so that accuracy and rapidity may become a habit. To assist in the second the various topics studied should be given their proper social and business setting. In order that the teacher may help most in this phase of the work she must ever be alert to discover how the efficient man handles the arithmetic work in his particular line of business.

Department of English



Rosa B. Parrott

THE English courses given by Miss Parrott, head of the department, have two distinct aims—a cultural and a practical one. These two, however, are so closely related that in the hands of a skilled teacher the cultural becomes practical and the practical, cultural, and so it is at the Oregon Normal.

These courses include the Sophomore I. and II. course in Story Telling and Dramatization. In this course stories selected from the list given in the Course of Study are told for each of the eight grades.

The Junior I. and II. course in Nineteenth Century Poets and Prose Writers surveys a field most often neglected in high schools, but most vital to the student. While this course is paramountly academic, yet it is tinged with a professional flavor that spells Normal rather than College.

The Junior II. or Senior I. courses in Professional Language and Professional Grammar prepare the students to teach these subjects in any of the eight grades. The work is eminently practical as the actual lessons as they would be presented to the children are presented to the class by the students.

The Senior II. course in Professional Reading and Current Literature are two distinct courses. The Professional Reading, which is given during the first ten weeks of the semester, prepares students to teach reading in any grade above the Fourth. Much attention is given to thought getting and expression as developed through book dramatization. The Current Literature which is given during the last ten weeks surveys for the student those Twentieth Century writers that critics are standardizing. Some of the usable plays are staged entire and scenes from others are given. Those Twentieth Century Productions recommended for telling in the course of study, such as "The Blue Bird," "Peter Pan," "Chanticleer," "The Hour Glass," "The Pot of Broth," "A Message to Garcia," etc., are presented.

The object of the entire English Course is to make the students efficient teachers and through them to make the children of the state efficient in English.

Library



Mable G. West

IN ACCORD with the modern notion that the library is not a department of itself but an active organization that touches all departments, the Oregon Normal School Library plans to meet the practical needs of instructors and students in all varieties of work. Its aim for students is help, both immediate and future. The library rooms are constant centers of eager students reading widely, doing reference work and availing themselves of the educational opportunities of the passing hour. Library work is continually emphasized in all departments of the school, as well as in special courses designed to acquaint students with problems of school libraries, such as book buying, classification and

knowledge of children's books. The equipment of the library is increased each year by at least a thousand dollars, so that the users are able to find fresh material and modern thought as well as standard works. Next year the material equipment will be largely increased by the creation of more commodious quarters in the Normal building and the provision for more adequate facilities for training school libraries. Thus, the efficiency of the whole library system will be greatly increased.

The librarian, Miss Mabel G. West, who has practical supervision of the library and offers excellent courses in Library Methods, is largely responsible for the increased appreciation of good books and magazines as well as for the growing ability among the students to use a library exhaustively. These are good things which the students gain through the helpful guidance and sympathy of a trained librarian who emphasizes the living qualities of the modern library system.

Department of Household Economics

BY ORRIE E. STEINBERGE



Myra H. Butler

SHALL we teach Household Economics in our schools? This is the question asked by normal school presidents, superintendents of schools and teachers. In America, at least, the home is the most important of all institutions. In the little world of the home children are born and reared. In it they grow to manhood and womanhood. From it they go forth into the larger world and form their own home in which they grow old and die. The children receive the most important part of their education in the home. The character and the teaching of the home determines in a large measure their attitude toward all the other institutions and toward all the relations of life. For most people the home is the beginning and end of life and all their activities proceed from it or return to it.

Therefore, of all the arts those pertaining to home making are the most important and of all the sciences those which find their application in the home, making us more intelligent about the home and its needs, are the most significant.

If the schools are to help us in the life we live they must provide for instruction in these arts and sciences. Lately educators and teachers have become conscious of this need and gradually the schools are being readjusted to fill the necessary requirements.

The Normal is helping fill this need by offering two courses in Domestic Science.

The first course embraces the classification, composition and properties, nutrition value, production and manufacture, adulteration and cost of the different food principles. The preparation and serving of simple, practical and economical dishes is one of the main features of this course.

In the second course more advanced work is done along the line of fancy cookery; canning, preserving and pickling come in season. The management of the household as a whole, including proper architecture and furnishings of houses, household budget and laundering is emphasized. Dinners and luncheons which conform to a given cost and meet requirements of a balanced meal are served each semester.

The largest dinner given this semester was in honor of Hon. H. C. Hawley, who did so much for the Normal in the last Legislature. The accompanying pictures show Mr. Gentle in the act of decapitating the chickens and Miss Butler and the girls in the class making preparations for the same act.

The Domestic Science Course is filling a long-felt need in that it prepares the students to handle the warm lunch problem of the rural school and gives them a general knowledge of the cooking and serving of foods.



Physics

BY NELSON ROGERS



L. P. Gilmore

THE instruction in the science department of the Normal is along the most practical lines. In Agriculture, Botany, Chemistry and Physics the non-essentials, or non-usable, facts are passed over with mere mention and the entire time is devoted to the things that will be of use to the teacher when he or she gets out of Normal and comes face to face with the practical, every-day world. Especially is this plan carried out in the teaching of Physics.

There are parts of elementary Physics that can be used by the teacher almost every day, even in a rural school. Say, for instance, in the teaching of Geography and Agriculture, the teacher should know the laws of heat and light. Again, in this "electric age," every teacher should know something of the laws of electricity. Everywhere we turn we are compelled to deal with electricity in motion. The seventh and eighth grade boy or girl is none too young to begin to learn the elementary laws for handling it. In teaching electricity at the Normal very little time is given to the study of static, while the elements of electricity in motion are drilled and re-drilled until firmly fixed in the prospective teacher's mind.

This is an industrial age, and to teach anything that is not in keeping with the times is a waste of time and energy. Elbert Hubbard has said a great deal in these few words: "To carry brick from one side of the street to the other is not industry, because it lacks intelligent purpose. To think and make no headway is simply to carry brick back and forth."

In the Physics department two days each week is given to laboratory work and each student is required to work twenty experiments a semester. This arrangement allows two hours for each experiment. The student assembles necessary apparatus, works the experiment and writes it up in his note book independent of the class. This method not only teaches the student to think independently but gives him the initiative to go ahead and do for himself as he will have to do the first morning he steps into his first school.

Again, in the laboratory as well as the recitation, only the practical is emphasized. A number of special experiments in electric work are given, laying stress on household electricity, such as the wiring in of lights, bells, etc.

At the rate electricity is coming into general use, it will be but a few years until almost every home will be heated, as well as lighted, by electricity. It is also replacing steam on every hand. To prepare for this, every teacher should be more or less acquainted with the rudiments of electricity, is the belief of the head of the science department.

Department of Music



Mary Hoham

AMONG the most enjoyable and developmental courses which every Oregon Normal student chooses, the course in Sight Reading and Methods is to be numbered. Here, in the Sight Reading class, the fundamental and in such a manner that every member is thoroughly familiar with these basic facts. Then the reading of the "do," "re," "mi's" begins and this work acquaints us with the songs best adapted for grammar grade pupils and why.

So, knowing the subject matter and the means of obtaining it, the methods ship is launched with Miss Hoham still its able captain to direct the "how" of teaching it. Every student teacher learns to feel the importance and influence of musical training. Along with this work a few weeks is taken for the study of orchestral instruments and for conducting at orchestral practices. In organizing an orchestra

in one's own school co-ordination and a keen sense of pride in their community is developed in the children which could never be taught from books. Thus, through personal enjoyment, some of the big lessons may be taught in this way by those teachers who have been so fortunate as to have had work along this line.

While training the teacher leads on to training Oregon, still it is the daily chorus work done in chapel that extends music into all Oregon schools. There are some students who leave O. N. S. without having the above-mentioned courses, but there is never a student who leaves without having participated in the chorus work. While it seems rather a difficult task to organize a student body into a chorus, the results justify the labor.

Three chapel periods a week are devoted to chorus work, after the exercises are finished. The very best of music is studied and it gives the teacher herself an idea of better and bigger things. A bit of sight reading is involved, also, and the old folk and patriotic songs, which everyone should know, are sung and re-sung until they are very familiar. In studying the more difficult numbers we first learn the music and then discuss the message which the composer wished to convey. Then in rendering it we endeavor to express these thoughts. So even the untrained music teacher has a great number and variety of songs at her disposal for use in her own school.

Which is the properest day to sing?

Saturday, Sunday, or Monday?

Each, to be sure, 'tis a mighty fine thing!

So why should I name but one day?

—HELEN OGSBURY.

Assistant in English



Laura Hall Kennon

THE NORMAL is considered by many people to be a huge mill that takes in normal human beings and turns out austere and terrible persons whose whole aim is to feed unfortunate pupils on impossible-to-understand "ologies" and "isms." But not so; the departments of science and method have their place, but do not crowd out literature.

The literature of a nation is the gems of a nation's thought preserved in the most pleasing manner. The emotion of the romancer, the beauty, the joy and pathos of the poet, the wisdom of the essayist, are but reflections of the lives of the nation's people and find a chord of harmony in the mind of the present generation. In this day of the sensational newspaper and the oftentimes trashy "best-seller," many children do not have their attention directed to sweet, wholesome, worth-while reading. To instill in the minds of those children an appreciation of literature is one of the pleasant privileges of the teacher.

To present literature in an inviting way and to interpret the fine thought of authors, one needs to have studied them individually, in comparison with their contemporaries and in relation to public questions of their time. Such a study is offered in the Department of English and American Literature under the direction of Miss Kennon. Students leave the course with a feeling of kinship for the writers and a taste for pure, inspirational reading that is a splendid equipment for the instructors of children whose reading habits may be largely formed by the grade teacher.

Technical composition and thought organization receive attention through theme-writing and students are given opportunity for oral expression through five-minute talks on selected topics.

The Rural School Department

BY DEO COOPER



M. S. Pittman

THE American rural school is coming to be recognized as the key to a very great social and economic problem. How to produce enough to clothe and feed the world, how to keep the manufacturer busy, the merchant employed and making a profit on his goods, how to keep all of the industries alive and all labor employed, how to guarantee that the town's people may be happy and well fed and the country people happy, progressive, and contented, are all questions that are in the thinking of priest and politician, publicist and banker, railroad president and sociologist, all people, in fact, who think while they labor, who study the past, measure the present and dream of the future.

The more one thinks the more one must feel that a great productive, intelligent, progressively contented rural citizenship is necessary. That this rural citizenship may be guaranteed a suitable rural school must be guaranteed. This is the belief of Mr. M. S. Pittman, head of the Rural School Department, and he is giving himself in unstinted fashion to the study of this question. He believes that a teacher who understands her problem, and who is prepared to cope with it, is the solution to the problem. With this in view he offers work of three types during the second half of the Spring semester and the Summer school: First, a course in rural sociology and economics, that the teacher may see the social and economic situation before her; second, a course in rural school problems and methods to prepare the teacher for the every day tasks of the school room; third, a course in rural supervision that the teacher may have a professional helper to assist her in mastering her difficulties and grow in her work.

May Day

BY MARGARET HALVORSEN



Laura J. Taylor

MAY DAY is indeed a gala day in the Normal School history each year, and May 1, 1915, was no exception to the rule. This day is always the biggest event of the year, for it is the time when class spirit runs highest and every effort is put forth by each class to win President Ackerman's beautiful loving cup. The work of the Physical Education Department, under the able supervision of Miss Taylor, is best exemplified on May 1, for this is "Gym Day," as none other during the whole year.

For weeks beforehand numerous notices of meetings and practices, read from the chapel platform, indicated that every class was doing its best in preparation for the great day. The faculty magnanimously gave way for one period each day, during the last week in April, in order that the practices might go on systematically. Even up to the last moment Friday night and early Saturday morning last preparations were being made.

May Day morning, Freshmen, Sophomores, Juniors and Seniors were all out early, putting on the finishing touches for the day's events. Promptly at 9 A. M. the various classes assembled to march around the campus to the tennis court, where they awaited the coming of the May Queen. Miss Beatrice Chaney, who was elected by the Student Body some weeks before, was a very beautiful queen with her elaborate ermine robes and pretty flowing hair. As the queen approached the throne, the Girls' Glee Club sang the "Spring Song," her attendants danced before her and everyone bowed in homage as the ruler of the day ascended to her throne.

Following this the court was cleared and then some of the Training Department children gave a very pretty drill. The Training Department greatly added to the morning's program by the execution of several attractive drills throughout the morning.

Next came the usual May Day festival event, winding the May Poles. This is always very spectacular and as each class was costumed in its own colors, it was indeed attractive. Each class had its own pole, which was wound with the



May Day

THE NORM

colors of the class, the Soph.-Fresh., green and yellow; the Juniors, blue and white, and the Seniors, yellow and white.

Following this, the usual parade was supplanted by the newer idea of the pageant. The Seniors very effectively represented the early history of Spain in America; the Juniors, in a series of three pictures, or scenes, first showing Cartier claiming the new world for France; next, the work of Marquette and the fur-traders, and lastly the life in Acadia, very cleverly and beautifully showed the early colonizations and explorations of the French. The Soph.-Fresh. closed the morning's events with a very pretty representation of early English life in America and the herald dismissed the assembled crowd until 1:30.

Opening the afternoon's events came the tennis tournament. The game was a good one, and viewed with the keenest interest from start to finish. The Junior team, Clarice Oakes and Ellen McDonald, carried off the honors for tennis.

Following the tournament came volley ball, club swinging, folk dancing and relay race, all of which were well executed and showed admirably the work which has been done by the Physical Education Department.

Late in the afternoon, when all of these events were over, the May Queen bestowed the honors of the day. The first place for the pageant was awarded to the Juniors, and the other honors were awarded in such a way that, for the first time in the history of the school, there was a tie for the cup, the Seniors scoring thirty-three points and the Juniors scoring thirty-three points. Under these circumstances, the cup remained in the care of President Ackerman and each class alike could boast of its success.

City Superintendent Elliot, of Salem; Miss Fanny Porter, of Portland, and Miss Charlotte Lewis, of the Department of Physical Education and Athletics at O. A. C., acted as judges, and they indeed had a very difficult time deciding between the classes, as each one carried out its part so well.

The Polk County teachers had been invited, as well as the people of Monmouth and vicinity, and the crowd that assembled in the Normal Grove made one think of a Fourth of July celebration.

A great deal of credit is due to everyone who helped to make the day the success which we all feel it was, and to Miss Taylor, who gave so generously and willingly of her time and energy, not only May Day, but also in preparing for the day, and helping to make it the "best ever" in the history of the school.

Dormitory



Jessica Todd

Thanks to the faithful care of our matron, Miss Todd and their roommates, they have recovered.

Since February our otherwise peaceful existence has been interrupted by changes of cooks, each of which has inflicted on us his peculiar hobby in the line of edibles. We are very much pleased with our latest ones and hope they will stay with us.

The dormitory has sheltered many distinguished guests during the semester. The Ways and Means Committees of both the House and Senate lunched with us while considering the new Training School. Congressman C. W. Hawley lunched with us after delivering a splendid talk in chapel. The girls from Washington High School were very much pleased when Principal H. H. Herdman visited the school. Upon his arrival they met on the stairs and sang, "Washington, My Washington." We all rejoiced, and our consciences were greatly soothed, when, in his talk in chapel, he said, "Rules were made to be broken." One of our most delightful visitors was Mrs. Olson, of Portland. We greatly enjoyed the songs she so generously sang. The most distinguished visitor we have had was Mary Antin. Her earnestness and vision appealed to all who came in contact with her, and we are glad to have had her with us.

The time is near at hand when we shall have to part, some to return another year. What happiness for those who will return and greet again the old familiar faces, and strengthen the comradeship of this year's life! But with us who shall not come back will be always the dear memory of the home that has played such an important part in our life at Normal.



Our Dormitory

The Training Department



Thos. H. Gentle

MANY people outside of a Normal School do not understand the use of a training department. Some of us who are on the inside, are not always clear in the matter. There are heads of Normal departments who do their work wholly without any use of the training department. Still others make almost constant use of it in conducting their work. What then is the training department in a Normal School? What is its work? How does it do that work? Does it perform any of the legitimate

work in teacher training? Might it be dispensed with without missing anything really worth while?

Let us point out what appears to be the unique function of this department. We shall limit ourselves to three factors of that function.

The training department of a Normal School bears the same relation to the whole institution that the hospital does to the medical school; or that the farm bears to the agricultural school; or the mock court bears to the law school. That is to say, the training school provides the opportunity for the student to realize some of the educational doctrine taught him elsewhere and in many cases to acquire some degree of skill in its use. In order to assist students in bringing their ideas of teaching and managing children to fruition a corps of critic teachers is provided. These are people who are more or less expert in the application of educational theory to the instruction of children. They also understand in addition to the latter how to aid others in their work of teaching. They know how to criticize the work of the young student so that the student comes to realize his theories with the least loss of time and effort. That is, the critic safeguards both the student and the children under her charge. It will thus be seen that the critic teacher in a training school requires more training in order to do her work and must cover a wider field in her art than any other person in a Normal School with the exception of the President. Possibly no other persons so color the reputation of the Normal School as do the critics in its training department. They leave an indelible stamp upon the student, whether it is their will so to do or not.

The training department has another function. This one, however, is not so thoroughly accepted as the one just pointed out even by Normal School people themselves. We have alluded above to the teaching of educational doctrine or theory by the professional departments of the Normal. If rightly used, the training school may, and in the Oregon Normal School does, serve an important end. Theory which a student grasps or extracts from actual school practice is thought to possess a greater value to the young teacher than theory presented to him orally or dogmatically by his instructor. So instead of telling his classes how to teach the instructor either shows the work through teaching classes of children from the training school himself or has his class observe the same as set forth by one of the critics. By building up his theory in this manner the Normal instructor keeps very close to the actual things which good practice can substantiate. He precludes the possibility of criticism for being too theoretical. Normal Schools, however, too often ignore or undervalue this second use of a training school and so it comes about that heads of departments in the Normal are often guiltless of any connection whatever with the part of the institution where their students touch the public. This second function of a training school will serve certainly to convince anyone open to conviction that such a school cannot be a typical district school, however much such a thing might be desirable from the standpoint of observation.

The training school of the Normal has another important duty to perform. This one is used but little, but it deserves a much wider use. From time to time educational notions are advanced here and there about the country and because of their novelty or difficulty are not accepted by the mass of schools. The training department of the Normal should try out such proposals and report the results of the same. In other words, the training department should be an experimental school at times. However, on account of space we shall leave this third topic for a later consideration. If what has been said above aids someone to a clearer notion of the practice school, then these remarks will have paid for the space.



Katherine Arbuthnot



Alice A. McIntosh



Olive L. Dawson



Suda Cahoon

The Registrar's Office



Katie R. Dunsmore

TOO MUCH praise cannot be given Miss Dunsmore for the skillful and masterful way in which the business affairs of the school are conducted. As Registrar she of course has charge of all tuition fees; also the student body and the lyceum course fees. She pays all bills contracted by the student body from the student body fund. She attends to the payrolls for all the employees of the institution, which in itself is quite a task.

It is to the Registrar that all the letters sent out from the school are dictated, including those most important of all letters—those of recommendation.

Catalogs are sent out from this office to all prospective students. Here records are kept of all students—both present and Alumni, including their grades, their credits before entering school here, their home address, guardians' names, and perhaps their age. The bookkeeping done here is very simple, but with that simplicity which came from a thorough knowledge of good business methods added to the habit of being always perfectly exact. Then there are a thousand and one other little details connected with school office management which the Registrar must meet every day—such as answering telephone calls, informing someone whether or not the President is in or when he will be in, locating students in their respective classes when called for, and hundreds of others which would drive an ordinary person to distraction, but which the Registrar meets without the least sign of impatience, and with that sweetness which is so characteristic of her.



Registrar's Office



Norm Life

ORGANIZATIONS



Student Body Officers

Vice-President
LUELLA DELANO

Secretary
MERLE STERNS

Treasurer
ALVEDA PETERSON



President
RANIE BURKHEAD

Sergeant-at-Arms
ROBERT JOHNSON

Executive Committee
JEANE ANDERSON
BEATRICE CHANEAY

Delphians

ONE evening, not long ago, as I was sitting in my room, wondering, thinking, worrying over my Delphian Report for THE NORM, there appeared before my eyes a figure that seemed strange and yet familiar. As I gazed I recalled my wandering fancy and discovered my visitor to be no other than the Delphian Sibyl. Her presence cheered and encouraged me, for I knew that she had come to impart to me something of moment concerning the Delphians, but seemed to be waiting for me to speak. Emboldened by her silence and encouraged by her hopeful expression, I found voice to ask, "Will the extravagant hopes of our ambitious critic for the future of the society ever be fulfilled?"

She smiled assent, then waved her arm and, as though in a dream, I saw a great number of girls seated in a large and elegantly appointed society room, even though the faces were strange to me, I realized from the expectant look upon them that this was the evening for their Delphian program. As of old they were all there ahead of time, waiting with ill-suppressed anticipation for their program. In my mind, I commented upon the vast increase in numbers. The Sibyl, seemingly reading my thoughts, proudly announced that they were all Delphians.

I saw a young lady rise from the President's chair and open the meeting. As the roll was called everyone rose and contributed to the evening's entertainment. The Sibyl said that the word "present" was now obsolete in the Delphian society. The first number was a vocal solo, by a soloist of renown. To my great delight I recognized the young woman and her accompanist as being a member of the class of '15 and '16 respectively. The Sibyl told me that often their worldly and accomplished members came back to the society at the Normal, as a pilgrimage of appreciation for former help.

I listened to the remainder of the program with breathless interest mingled with amazement, which did not escape the Sibyl.

"You are saying these are not Normal students; but, children, you are mistaken; these are Normal students giving one of those Model Primary Programs which were an innovation in 1915 and which proved so helpful that the innovation established a precedent and each year one is programmed."

The scene shifted and again I saw the Delphians assembled. The President arose and announced that this was the Delphian Dramatic Club evening. My look of blank astonishment brought an explanation from the Sibyl.

"That is another innovation that has established a precedent. Miss Parrott felt that the members needed a wider knowledge of the modern drama, so suggested that while the miscellaneous programs were too helpful to discontinue, but to intersperse them with a dramatic evening."

THE NORM

After this explanation I again turned to the stage where Zangwill's "Melting Pot" was being staged. I inquired where they had procured their wonderful stage settings. And was informed that they were the property of the Delphians. That borrowing and returning were not now a part of their worries.

I reviewed the work of the year just past and realized how much we had accomplished and how much we have to carry away that will be of help to us in our school work. Then, when I saw what our beginnings had accomplished it gave me great encouragement to go on and to tell all Delphians what would be the result of their struggles.

When asked if there were many of the new Oregon Normal School students asking to be admitted to the Delphian Society, the Sibyl replied, that there were more ask to be admitted to her care than could be accommodated. She also told me that she watched over the chosen ones and helped them to success whenever they strove in her behalf for her blessing. Before I could ask her more she had vanished, but I had learned enough to make me realize that to be a Delphian was an honor.

Then:

Here's to our dear old Delphian
Where we learn to act and speak,
Here's to our worthy critic
Whose council oft we seek,
Here's to the programs clever
Which we hope some day to use.
Yes, here's to good old Delphian,
The society I'd always choose.



Reading Table in Library

THE NORM

Vespertine

THE greatest dreams of those that organized the Vespertine Society, many years ago, have been far excelled by the Vespertine Society of today. There are, now, about one hundred fifty members in the society, led by an able and enthusiastic President, Miss Kraemer. The name, Vespertine, means evening watch. All feel the influence of an evening spent in earnest society work, and are ready and willing to do their part, and make possible the fulfillment of the Society motto, "Onward and Upward."

An interesting feature of this semester's work was the printing of the programs for each member of the society. As far as possible the Society colors were used, blue and gold.

On the night of February twelfth, when many new members joined the society, the evening's program took the form of an initiation. Many clever and witty stunts were planned and performed. A delicious luncheon was served, and an opportunity was given everyone to become acquainted with the new members.

February twenty-sixth, in keeping with the recent trip to Salem to visit the State Legislature, a mock Legislature was convened. Evidence of unusual talent along oratorical lines was shown.

Because March twelfth was so near the birthday of the Irish Patron Saint, an Irish program was given, in which a typical Irish wedding was the main feature.

The first joint program of the semester was the play, "Polly of the Circus." This story portrays one of our twentieth century evils. Everybody loved and sympathized with Polly, and was glad when she won out. Miss Alley and Miss Kraemer, members of the Vespertine Society, took prominent parts in the play.

The evening spent with the Children's Poets and Poetry was appreciated by all. We, sometimes, forget that there are many beautiful thoughts in the simple poems of childhood. Thoughts that we seldom find and, often, fail to appreciate in our more advanced reading.

The minds and hearts of all were carried far away to the South land, in the next session of the Vespertine Society, when the farce, "Away Down South in Dixie," was given. Perhaps, there is nothing that appeals more to the fun loving instinct in persons than a bit of humor from the South.

"A Night in Hawaii" gave an example of home life in another country. Though we are surrounded by palm trees and hear soft guitar music, we feel that our own country is best after all.

That Summer is here, was shown by the "Cantata of the Flowers," given by the joint societies. We almost lived in dreamland while this was being given. Never, in Nature's wildest nooks, could we see more beautiful flowers than those in this cantata.

Many thanks are due our critic, Miss Kennon, for her help in directing the Vespertine Society.

Normals

By A. L. E.

THE Normal Society was in full operation at the beginning of the semester. On January 29, the following officers were elected and installed: Mr. B. White, President; Mr. E. Houck, Vice-President; Mr. W. Cornwall, Secretary; Mr. R. Bowman, Sergeant-at-Arms, and A. L. Enlund, Reporter. The society has been fortunate in adding several new members to its ranks. Our semester's work has been very beneficial. Although it has not made polished speakers, it has made it possible for us to speak in public with greater ease. In this way much good has been accomplished. Many of us, who at first had only "stage fright," the one requisite of good speakers, have now become able to appear before an audience and say what we have to say in the right way. And particularly during this semester, "Parliamentary Order," from Alpha to Omega, has been strictly enforced. The knowledge gained along this line is immensely helpful to all. Often when our bark was about to be dashed upon the rocks by the heaving billows of parliamentary waters, there would come to our rescue Mr. Butler, our critic, with the divine hand that ruleth the waters. We feel largely indebted to him for the help he has rendered the society. He has stood by us through thick and thin. He is a friend that is well known.

On the evening of March 26, the Normals participated in a joint meeting of the three societies. The play rendered was "Polly of the Circus."

To our ten members who graduate in June, and enter into their life's work, we extend an affectionate farewell. But in wishing them the best of fortunes in their progress along the pathway of life—worn smooth by the feet of myriads who have gone before, and yet ever new and wonderful to the pilgrim of today—we can invoke for them no better guidance, nor grander genii than the homely virtue of honesty, whose soul is Truth.

The Young Woman's Christian Association

THE Young Women's Christian Association has continued to hold its own with the other organizations and activities of the school during the latter part of the Winter and Spring months. Regular weekly meetings, which have been changed from Wednesday to Monday afternoon to accommodate more girls, have been kept interesting through various speakers and special musical numbers, along with the usual lessons.

The association year ended March 10, and at the annual election held at this time the following officers were chosen: Laura Bell, President; Johannah Neilson, Vice-President; Bertha Hays, Secretary; Alberta Porter, Treasurer. To work with these officers, the following committee chairmen were appointed: Dorothy Bengston, Meetings Committee; Bernice Lloyd, Bible Study; Hazel Workman, Conference; Gladys Pearson, Social; Winona Rowland, Association News.

The local conference of this district was held at Newberg March 26, 27, 28. This association was represented by the Misses Belle, Bengston, Hays, Porter, Neilson and Workman, all of whom reported most inspiring sessions under the leadership of Miss Fox, Miss Blanchard and Dr. Marcott, as well as other speakers.

Sunday, April 11, a special service was held in the chapel to arouse interest and enthusiasm in the Summer conference to be held at Seabeck, Washington, June 23 to July 3. A report of the conference held last Summer at Cohasset Beach by one of the delegates, Miss Morril, showed much of the benefit and inspiration to be derived from such a gathering. Pictures shown, with the lantern, of the conference life in various parts of the United States also made one wish to spend part of her vacation amid such beautiful scenes and inspiring companions. Our Y. W. C. A. expects to have a representation of five at Seabeck this Summer, and every effort is being put forth to raise sufficient funds to do this.

On the whole we feel that our work has been carried on very successfully this year and that we have secured results. With five members with us next Fall full of interest from the conference at Seabeck we are looking forward to another year of even greater achievements than this one has been.

Alumni

LOUIS CONNER is teaching in Milwaukee.

Bessie Kennard, Esther Bentley, David North, are teaching in Alsea.

Luella Daniel is nearing the close of a successful year of teaching at Ione.

Lapensa Amerine is teaching at Hay Canyon.

Mrs. Bowen, nee Florence Haan, is living near Alsea. She is one of our Alumnae who has given up the teaching profession for one better.

Will Burton is attending the University of Oregon. The students of the Oregon Normal School all wish him success in his work.

Among the Alumni who are teaching in Portland are the Misses Perry, Twory, Edith Cornelison and Minnie Blough.

Elta Portwood, '13, is teaching in Condon.

Aleo Shore is another of our Alumnae who has deserted the teaching profession. We have not heard who the lucky man is.

Mame Conly is teaching successfully at Hood River.

Nell Krout and Lyda Brown are doing creditable work at the Blind School in Salem.

Iza Constable has had to give up her work at Forest Grove on account of her health. We all wish her a very speedy recovery.

Grace Henderson has taken up work in the Junior High School at McMinnville. We know she will do her share in making the first Junior High School of the state a great success.

Loraine Johnson and Myrtle Muir are teaching at Ashland.

Senator Hawley, one of our most faithful Alumni and loyal supporters, has addressed the students on several occasions during the year. We always enjoy Senator Hawley with us and thoroughly appreciate the fact that he can spare the time from his busy life to further the interests of the Oregon Normal School.

What are You Doing

Do you lazily nurse your knees and muse?

Do you contemplate your conquering thews

With a critical satisfaction?

But yesterday's laurels are dry and dead

And tomorrow's triumph is still ahead.

Today is the day for action.

Yesterday's sun: Is it shining still?

Tomorrow's dawn: Will its coming fill

Today, if today's light fail us?

Not so. The past is forever past;

Today's is the hand which holds us fast,

And tomorrow may never hail us.

The present and only the present endures,

So it's hey for today! for today is yours;

For the goal you are still pursuing.

What you have done is a little amount;

What you will do is of lesser account,

But the test is, what are you doing?

EDMUND VANCE COOKE.

The Girls' Glee Club

LAST semester the Glee Club was composed of about one hundred members, but Miss Hoham, the director, found that the work was unsatisfactory, so the members were selected for the club. They are very enthusiastic and are sure to make the work a success in the future.

Members

Gertrude Pollow	Nelle Springer	Arlene Trimm
Augusta Baker	Ethel Davis	Marion Hare
Mary Wells	Alberta Porter	Edna Nyquist
Gertrude Parker	Alma Hoppe	Mabel Johnson
Julia Hedlund	Gretchen Kraemer	Margaret Halverson
Jean Anderson	Blanch Darby	Lola Shaffer
Helene Ogsbury	Arlene Bennett	Cordelia Wieveiseick
Ellen Maxfield	Ruth Van Zandt	

Boys' Glee Club

THE Boys' Glee Club is a credit to the Normal School. It is composed of the very best voices, each being an artist. They made their first appearance this semester on Junior Class Day, which was very much appreciated by the audience. A tour of the state, giving performances, is expected.

The Members Are:

FIRST TENOR	SECOND TENOR
Byron White	Claud Arehart
Mr. Enlund	Raymond Cornwell
Mr. Aegy	Roy Bowman
	Nelson Rogers
FIRST BASS	SECOND BASS
Arthur Burkhead	D. E. Cooper
Mr. Nedry	Wilbert Cornwell
Frank Brumbaugh	Ernest Houck
Harry Brookhardt	Rainie Burkhead
Director—Miss Hoham	

The Orchestra

THE members of the Normal Orchestra are working very energetically this semester and bid fair to do even better than they did last semester. They made their initial performance of the semester on March 26 at the joint meeting of the societies. Their second appearance was on the Junior Class Day.

Members

Miss Hoham—Director

Jay Butler	Charles Strong	Susie Crapson
Ermin Gentle	John Weber	Mabel Johnson
Neta Harvey	Delbert Skeen	Alveda Peterson
Robert Hendren	Ethel Davis	Foy Bowman
Edna Parkes	Florence McDonald	Byron White
Donald Portwood	Katherine Gentle	Harold Olson
Gertrude Rogers	Della Zimmerman	Lillian Booth

Training School Orchestra

The Training School Orchestra is made up of members from the second grade to the eighth grade of the Training School. Some of these have not had any former experience but are learning very rapidly. On March 19 they played in the Normal Chapel, their numbers being "American Beauty" and "White Lily Waltz." They did excellent work and it was greatly appreciated by the Normal students.

That Sweet Girl Graduate

HAVE you ever met a sweet girl graduate? No. Then meet her today and make her your own. It has taken ages and ages of civilization to produce her. Is it not so? Listen, and I shall tell you what she can do. Has she not delved deep into the earth and learned all the secrets of agriculture? In chemistry does she not know that H₂O means water? And as for history she knows everything germane to the subject. Truly, she is learned! Can she not go down into the kitchen where her mother has reigned supreme for twenty-five years and instruct her concerning the different food values? Surely she is a good housewife! As for sewing—what are half back, the back and the full back stitches, to her? They are not intricate. When her small brother asks her a question she will answer him in syllogistic form. For, of grammar she knows all that can be known. What is there left for her to learn? Nothing. Therefore she has been graduated. This is our sweet girl graduate of today.

MONA GREEN.



Anderson, Oaks, Daubner, Morrill (Coach), Harrison, Burdsal, Hall, Pearson

Girls' Basketball

By E. A. D.

LAST FALL when the call came, "All Juniors who have played basketball or who wish to play meet in gymnasium at four-thirty today," it was met by an enthusiastic response.

Miss Minnie Morrill was appointed by Miss Taylor to coach us.

After several weeks of hard practice we were told the team would be picked, for we were to play the Seniors. Miss Taylor and Mr. Gilmore after watching the girls play, selected the team, consisting of Jean Anderson and Gladys Pearson, forwards; Clarice Oaks and Dorothy Burdsal, guards; Madeline Harrison played side center, with Edythe Doubner jumping center. Edythe Doubner was elected captain of the team.

The game with the Seniors was to be on Friday afternoon. With our two forwards having gained the reputation of being the fastest forwards that ever played in this school we had a chance of winning. After forty minutes of play, that would be a credit to any team, the game ended in a tie, 8 to 8.

The second game with the Seniors saw a change in the Junior line-up. Hall, a fast substitute, taking Anderson's place, as Anderson was unable to play. Hall played as well as could be expected of anyone, but try as they did, could not break the luck and the team had to be contented with another tie, 14 to 14.

With a determination to win or lose, the Junior team went into the third game with a spirit that carried the Seniors off their feet, wrote defeat over their faces, and ran up a score of 21 to 5. The defeat was too much for the Seniors and they also lost the fourth game by a large score. With the last game went the championship of the school to the Juniors for 1914 and 1915.

Thanks to the faithful work of our coach, hard work of the team and the help of the second team—for without their help we could not have won the title.



Work, Rogers, Boughman, Brumbaugh, Burkhead

Boys Basketball

THE Normal basketball team ended the season by proving the old proverb that "a bad beginning always brings a good ending." The three games that were played this semester all resulted in a decided victory for O. N. S.

First, they trounced the local high by the score of 66 to 19. In the second game of the Spring semester, they defeated Philomath College to the tune of 30 to 13. Both of these teams had previously beaten the Normal on their floors early in the season. The season was brought to a close with a game with Wilamette University Seniors. This was really the fastest game of the season. However, the home team was never in danger. The score was 31 to 13.

Ranie Burkhead was the only man on the team who had played with the Normal before. He held down one of the forward berths and was always in the game. Before entering Normal, Ranie played with the local high.

Glen Work, the other forward, was the biggest point getter on the team. He played in every game and was well worthy of the position of captain. Glen had played several years on the local town team.

Frank Brumbaugh hailed from Cottage Grove High, where he had held down the center position for four years. Had it not been for the bad luck "Brummie" had in the early part of the season, the season would no doubt have been a real success. Everybody is glad that he will be with us another year.

Roy Bowman held down one of the guard positions in great style. This was Roy's first year at basketball and we are all sorry to see that he is a Senior and will leave us in June. He went from Fall City High to O. A. C. and came from there here.

Nelson Rogers took his first lessons in basketball at Philomath College. Two years ago he was manager of the P. C team and held down a guard position. Strange to say, he was elected manager and given a guard berth on the O. N. S. team. He, too, will be back for at least one semester next year.

N. R.



Norm Life

Literature

THE NORM

In 1492

Of all the things at school,
A girl has got to do.
I think that studying history
Is the hardest of all, don't you?
Of dates there are an awful sight
And though I study day and night,
There's only one I get just right,
And that's 1492.

Columbus crossed the Delaware
In 1492;
We whipped the British fair and square
In 1492.

Barbara Fritchie, so 'tis said,
Said, "Shoot if you must this old gray head,
But I'd rather 'twould be your own instead,"
In 1492.

The Pilgrims landed at Plymouth Rock
In 1492;
And the Indians standing on the dock,
Asked, "What are you going to do?"
They said, "We seek your harbor drear
That our children's children's children dear
May boast that their forefathers landed here,"
In 1492.

Pocohontas saved the life
In 1492
Of John Smith—and became his wife—
In 1492.
The Smiths they started then and there,
And now you find Smiths everywhere;
But they didn't have any Smiths to spare
In 1492.

Kentucky was settled by Daniel Boone
In 1492;
And I guess the cow jumped over the moon
In 1492.
Benjamin Franklin flew his kite so high
That he drew lightning from the sky,
And Washington could not tell a lie,
In 1492.

The Man Who Wins

IT is a law of the physical world that in every machine there is always a certain amount of wasted energy called friction, and the more powerful the machine the greater the friction. To a certain extent each of us is a machine and from birth to death we have to overcome resistance or be overcome by it; for if continual power is not added to a machine friction will soon stop it.

To everyone who is born into this world there are two definite paths open: the path of the greatest resistance and the path of the least resistance. The one path is rough with apparently insurmountable obstacles presenting difficulties, sharp angles and acute turns which try the real temper, develop all the latent power and require the stern will of him who travels therein. The other is smooth and level, presenting the least resistance to the human machine which finds itself in it.

Those who have made the greatest success in life have been those who have had to overcome the greatest resistance. In overcoming this resistance they have had many and severe criticisms hurled at them. But judging from the lives of great men they are like apple trees—the better the fruit the more clubs are thrown at it; the greater the man, the more obstacles he has overcome.

John Greenleaf Whittier, one of the most interesting writers of American poetry, disregarding the prospects of wealth, spent about thirty years of his life writing pamphlets and verses to overthrow slavery, which he saw was the curse of the nation. He was scorned and severely criticised, yet he labored in spite of poverty and calumny until he saw a race set free. Then he turned his attention to literature.

Whittier said, "I set a higher value upon my name as appended to the anti-Slavery Declaration of 1833 than on the title page of any book."

On the other hand if a man's chief ambition is to keep himself in chewing tobacco, there is no friction except between himself and a drygoods box. This story is told of a rag man who visited a farmer's house. Among the worn-out clothing purchased was a pair of old overalls. "I see," said the rag man to the farmer, who was sitting on the front porch, "that your farm is mortgaged." "Well I should say it is," was the mournful reply, "how did you guess it?" "Why, these overalls are all worn out in the seat." There are today sixty thousand men in the United States who are counting the railroad ties by day and sleeping with the rats at night, because they saw in their young days a steep and rocky road ahead and turned to an easier one.

There are others today, who instead of walking the railroad are uniting all parts of the world with its iron bands; others are harnessing the powers of nature; still others have trained themselves for the work of lifting their fellow-man.

These men when they came to that steep and rocky road set their teeth and scrambled on. A man's attitude towards resistance in this world shapes his destiny. He must be able to meet adversity as well as to bear the honors of success, for it is easier to win success than to use it. Only a few men can stand prosperity. He must travel through life in places where there are bumps and friction as well as in the smooth road.

Two men look from their window at the beginning of a new day; the one sees sunshine, the other sees mud.

Two men are working for wages; the one sees in his work a chance to serve humanity. He looks upon his employer as a man who is helping him to support himself and family and he is grateful. The other regards all labor as drudgery. He uses his shovel for a prop and with his eyes he watches the sun. He regards his employer as a hard master and himself a slave.

In the evening he loves to sit in the grocery store and shout about Capital, Labor and "rotten" government; and when he leaves for home, buys five cents' worth of bread and fifty cents' worth of tobacco!

These two classes represent the optimist and the pessimist; the one goes through the world eating the doughnut—the other the hole.

Then why should a man despise work? The millionaire with all his ease and luxury seems to be leading a life of satisfaction; but every man knows deep down in his soul, that it is the life of service and only the life of service that really satisfies. And no man wants to leave this world with the debit side of his life-book full and nothing on the credit side.

A horse must work if he pays for his keep and he has many hard pulls! Did you ever hear of a horse grumbling? A gopher must dig if he makes way in the world, and he has a dirty job. Even a germ must get busy if it accomplishes anything; and why should wealth keep a man from working? With the blessings of money a man may devote his life to research, science, and the betterment of society; things for which the wage-earner has not the time, but by which he is benefited. The three great social problems which must be settled by men who have the time to devote to them are the Negro question; the despair of the South; the legalized saloon which is tearing down the physical and mental manhood of the nation; and the Labor question, which all of us have to face.

The friction which exists between Capital and Labor is increasing each year, and a compromise must be made. Surely here is a field for the man of means to labor in, and too few labor.

Men are praised or censured by the world for what they accomplish, not for how hard they try. This attitude is unfair for since no man can get more out of a machine than he puts into it. The same law holds good to a large extent among men; in other words, all men are not born equal. One boy may have that tired feeling because his father had it; another may have inherited ambition. One boy

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may always be at the foot of the class because his grandfather held that position, and he is satisfied to inherit it; another learns rapidly because his parents had spunk enough to get an education. Now Uncle Sam is helping future generations by compelling the present generation to go to school. But of all traits that may be inherited, ambition ranks among the first for this is the trait that overcomes resistance. If a man is born sickly, ambition will drive him to observe the laws of nature in order to become healthy; if he is born in poverty, ambition will drive him to seek an education that he may not remain poor.

But what if a man would fail after all. Perhaps he may face opposition and fight to a finish, yet fail in his purposes. However, that is no disgrace, for he only is a failure who does not try. History tells us of many a man who has spent his life in grinding toil and who has gone to a hopeless grave believing himself to have lived in vain. The world has pointed the finger of scorn and said, "There lies a failure." Time passes. The results of his labors are revealed—the world reaps the harvest from the seed he has sown. That same world that ridiculed him now puts his name in the Hall of Fame. The only well rounded life is the one that has overcome, the one that has met the issues squarely—the one who has played the game honestly and to whom friction is but a spur, believing in the truth of the poet who says,

"There are loyal hearts, there are spirits brave,
There are souls that are pure and true;
Then give to the world the best you have,
And the best will come back to you.

"Give love, and love to your heart will flow,
A strength in your utmost need;
Have faith, and a score of hearts will show
Their faith in your word and deed.

"For life is the mirror of king and slave,
'Tis just what you are and do;
Then give to the world the best you have,
And the best will come back to you."

By E. H.

THE NORM

"Keep on the Sunny-Side"

IT was the very hottest day of a very hot summer. Everybody was trying to keep in the shade, even the dogs, and on the streets only one or two could be seen, with tails drooping disconsolately, seeking the scanty shade of the fences. Jimmy, his red hair standing up aggressively through the broken crown of his straw hat, was the only busy person (at least he thought so) in an otherwise lazy town.

"Jimmy," and his mother appeared at the kitchen window, "you get to work at them berries. They've got to be picked and put up this afternoon. It's two o'clock already and you're only half done."

"Yes'm," Jimmy mumbled obediently, as he took a fresh grip on a handful of berries, thereby reducing them to a jelly-like consistency.

Jimmy had been picking blackberries ever since noon, when his mother had suddenly discovered that they were so ripe they must be cared for at once. He hadn't minded so much then; the sun had been on the other side and he had warbled quite happily, "Keep on the Sunny Side," but now—it was too warm even to sing, and as for keeping on the sunny side, why he would give his new jack knife if he could be with the fellers down at the swimming hole. Wouldn't it be great, he thought, to go swimming and then take his fishing rod and go farther up the stream. There was a dandy place, which he had found yesterday. It was cool, shady and deep there, just the place for trout.

Jimmy pondered on this matter for some time and the more he thought about how cool the water would be, the warmer it seemed to grow to him.

"Mrs. Franklin! Oh, Mrs. Franklin!" and Mrs. Johnson, who lived next door, appeared on her back porch.

"Yes," answered Jimmy's mother, as she came to the door.

"Come over and see how nicely my berries jelled."

"All right. Jimmy," she called, "you have those berries all picked by the time I come back."

Jimmy watched his mother disappear into the house next door. "Guess I'll just sort of stroll down that way," he thought, "and see what the fellers are doin'." He dropped the bucket, half full of berries, secured his fishing pole and a can full of fish worms, concealed beneath a convenient bush, and hurriedly took his departure.

But Jimmy was not destined to reach the swimming hole unmolested. Just as he was beginning to feel safe from observation, he heard his mother call, "Jimmy."

Jimmy did not pause but kept straight on. "Jimmy," his mother called again, "you come right back here. What do you mean by running off in that fashion?"

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Come back now and finish pickin' those berries or I'll have your father tend to you tonight."

Jimmy hesitated. Should he go on? Visions of his father's displeasure forcibly expressed deterred him. To finish picking the berries was equally impossible. In his dilemma, he suddenly remembered. Only last night he had heard his father talking about sunstrokes and how they affected people. Yes, he would do it. Jimmy reluctantly turned (his mother was watching him); he took a few faltering steps, threw up his arms wildly, fell, and lay perfectly still.

Ten minutes later Jimmy was lying on the bed in the best bedroom. He had just consented to come to. When he opened his eyes, he saw his mother and Mrs. Johnson bending anxiously over him.

"How do you feel, Jimmy?" his mother asked.

"Kind of funny," he answered, faintly.

"Well, the doctor will be here in a few minutes, and he'll fix you up all right."

Jimmy looked frightened. He hadn't counted on the fact that his mother would send for the doctor. If the doctor saw him it would be all off. He might just as well have gone fishing. He would catch it now, anyway.

"Just leave me alone until the doctor comes, will you?" he asked his mother. "My head buzzes so and it's worse when you talk."

"Poor boy," his mother murmured, as she and Mrs. Johnson left the room.

As soon as the door was closed, Jimmy was up. The best bedroom was on the ground and at the back of the house. He knew his mother and Mrs. Johnson were out in front watching for the doctor, so he had no fear of being discovered, as he dropped from the window and went out the back way. He found his fishing rod and canful of worms where he had left them.

This time Jimmy did reach the swimming hole and as he dived and swam around, not one thought of what he had done entered his head to mar his pleasure. Later, he took his fishing rod and sneaked off to the deep pool which he had found. In fact, Jimmy spent a very pleasant afternoon and thoroughly enjoyed himself.

It was growing late, the sun had already sunk below the horizon, when Jimmy suddenly remembered he had a home and fond parents waiting for him.

Mr. and Mrs. Franklin were standing in the doorway of their home when they saw a little boy coming slowly up the street. The little boy had red hair which showed through the broken crown of his hat, and he had a great many freckles. He was carrying a fishing rod and three extremely small fish strung on a slender sapling. Mr. and Mrs. Franklin gazed at him and recognized their son.

Jimmy approached hesitatingly. "A-hem," he said.

His parents did not answer.

"Er-say, Ma—I brought you some fish."

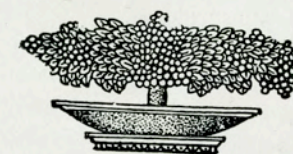
"So I see," answered his mother.

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The conversation lagged. Jimmy looked at his fish. His father and mother looked at him.

"Jimmy," his father said, "I have decided not to whip you any more. Your mother and I have agreed to let you punish yourself. You know those blackberries will have to be picked again in the morning. You may come in now and eat your supper." And an adoring, grateful little boy entered the house.

Early the next morning, Jimmy kept an important engagement with some blackberry bushes.



Happenings

BY CLAUD A. AREHART

MR. GENTLE represented the faculty at chapel period December 18, reading for his chapel talk an original story written by him, "The Halleck's Christmas." State Representative Irving of Lincoln and Polk Counties, State Senator Hawley of Polk County, and State Senator Smith of Coos and Curry Counties, each talked to the students during the chapel assembly of December 17.

Mr. Gilmore, head of the Science Department, gave a very interesting talk at chapel period on January 15. Mr. Gilmore took as his subject, "What a Teacher Should Know About the Water Supply," and handled the subject in a very interesting and practical manner.

The student body gave a dance and a party on the night of January 16. They were both well attended and all reported a very pleasant evening.

President Ackerman called a special chapel assembly January 17 in honor of Miss Marion Towne, the first woman to be a member of the Oregon Legislature. Miss Towne gave a very interesting greeting to the faculty and students that showed her interest in the Normal School and its work. Mr. Pittman responded, extending the gratefulness of the school to Miss Towne.

Miss Etta Jordan represented the Senior II class on January 19. She gave the last chapel talk that was given by that "August Body."

The student body held its semi-annual election January 19, choosing the following officers: President, Mr. Rainie Burkhead; Vice-President, Miss Louella deLano; Secretary, Miss Merle Stearns; Treasurer, Miss Gladys Pearson; Editor, Mr. Frank Brumbaugh; Business Manager, Mr. Arthur Burkhead, and Sergeant-at-Arms, Mr. Robt. Johnson.

The third number of the lyceum course was the concert given by Mr. David Campbell, pianist, and Mrs. Delphian Marx, contralto. Mr. Campbell is a Monmouth boy, and the eminent success which he has achieved is a source of great gratification to his many Monmouth friends.

January 22 was the occasion of a visit from Supt. Boetticher, of the Albany city schools. He delivered a practical and inspiring address to the student body during the assembly period, taking as his subject, "What a City Superintendent Expects in an Applicant for a Position."

January 27, 1915, will be long remembered by those of the Oregon Normal School as all were well entertained by a visit of the Ways and Means Committee of our Senate. The committee was composed of Senators Day, Ragsdale, LaFollet, Smith, Hawley, Burgess and Wood. They took the time of the chapel period where each gave some very interesting words. They were accompanied by Mr. Plummer, of Portland.

The Glee Clubs entertained the students and faculty, the assembly period of January 29.

On January 30, the Student Body gave a party-dance. The first part of the evening was given to games, after which a program was rendered. After the program refreshments were served and the remainder of the evening was spent in dancing.

Professor Gray, head of the Rural School Department of the Cheney Normal School, was at chapel on the morning of February 2, and gave us a very inspiring talk.

Miss Green represented the faculty at chapel Friday morning, February 4. Miss Green took as her subject, "Seeing the Beautiful." Her talk contained six reasons for teaching drawing in the public schools, which are as follows: (1) To train observation; (2) To train the hand; (3) Stimulates imagination; (4) It gives originality in creative ability; (5) It gives a new mode of expression; and (6) It develops a new capacity for enjoyment.

On February 5 was held the Oratorical Tryout to see who should represent the school at the Intercollegiate Oratorical contest. The seven students who contested for the place were as follows: Ernest Houck, Lyda McCarthy, Claud A. Arehart, Frances Bartlett, Wilbur Cornwell, Beulah Balderee, and Ellen McDonald. Mr. Houck won first place with Miss Bartlett a close second.

The Ways and Means Committee of the House of Representatives spent the forenoon at the school, February 8. The party consisted of Representatives Cobb (chairman), Pierce, Elmore, Clark, and Wagner. They used the chapel period, where each gave a short talk to the students and faculty.

On the afternoon of February 8, Mr. O. H. Benson, of the Agricultural Department, gave an illustrated lecture on "Agriculture and Our Public Schools." He showed how important Agriculture is to our public schools.

Miss Hoham represented the faculty on February 12. Miss Hoham took for her subject, "The Art Song," and after a brief discussion of the Art Song and its place in music exemplified her talk by explaining and singing several numbers.

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"Qualities Demanded of Teachers Under Modern Conditions" was the subject of Mr. H. H. Herdman, Principal of the Washington High School, Portland, who gave a talk during the morning assembly period of February 19.

Representative Collins of Columbia County especially favored the student body and faculty when he expressed to them the satisfaction that he had had as a member of the Legislature in helping to increase the efficiency of the school by an additional building.

The professional history class, under the direction of Mr. Butler, presented on Washington's birthday a typical program suggestive of the day.

The Normal School was treated to some unexpected pleasures on February 23, arising from the visit of Mr. L. A. Ostien to his brother, H. C. Ostien, head of the department of mathematics. Mr. L. A. Ostien, during the past eight years, has been superintendent and manager of an extensive rubber plantation in Southern Mexico. Mr. Ostien's talks on Mexico and its people were fascinatingly interesting to the student body and faculty alike. He gave four or five special talks along these lines, besides two assemblies.

February 24, the Senior class was represented by Miss Ethel Klann, who told a very interesting story, "The Boy Mechanic of Bear Creek," depicting the successful efforts of a teacher to interest a boy of talent along vocational lines.

At chapel period on February 26, Miss Kennon took for her subject, "Some of the Lesser Pleasures of Life," showing the greater possibilities that lie within the reach of each of us. At this same period the Seventh Grade of the training school recited in concert, "The Arsenal at Springfield."

Miss Irene DeArmond represented the Seniors at chapel March 9. She took as her subject, "Unionism and the Laborer." Her talk was much enjoyed by the audience.

The faculty was well represented on March 12 when Miss McIntosh took for her subject "Spelling." With the aid of her seventh grade pupils, she gave as a practical demonstration a model lesson in spelling as handled in the training department.

At the morning assembly of March 17, Miss Marguerita Andrews, of the Senior class, spoke on "The Pioneers of Oregon," tracing in a brief, interesting way the complete history of Oregon.

"The Festivals of Japan" is the title of a story told in assembly by Miss Beulah Balderee on March 24. Miss Balderee represented the Senior class.

Mr. Ostien was the faculty representative March 26. He gave us a very profitable talk, taking for his subject, "Some Teachers I Have Known."

THE NORM

Miss Beatrice Chaneay was the Senior class representative at the chapel March 31, taking for her subject, "The Alaska Indian."

"The Safety First Movement" was the subject of the splendid chapel talk given to the assembly of April 7, by Miss Edna Dammon.

Hon. W. C. Hawley, U. S. Representative of Northwestern Oregon, at Washington, D. C., delivered a very inspiring address during the assembly period of April 9. Mr. Hawley took for his subject, "How an Appropriation is Passed by the House of Representatives," and his portrayal of the inside workings of that body gave the students a clearer insight of the great work being done than they may ever get again, as Mr. Hawley knows first hand information.

The day of April 9 was a red letter day at the Normal School, for on that date the Junior class had their day. The class gave a Miniature Panama Pacific Exposition which represented the faculty and students visiting the Exposition.

Miss Ada Farmer represented the Senior class at chapel April 14, choosing for her subject, "Hurry and Worry." Miss Farmer gave many things worth remembering.

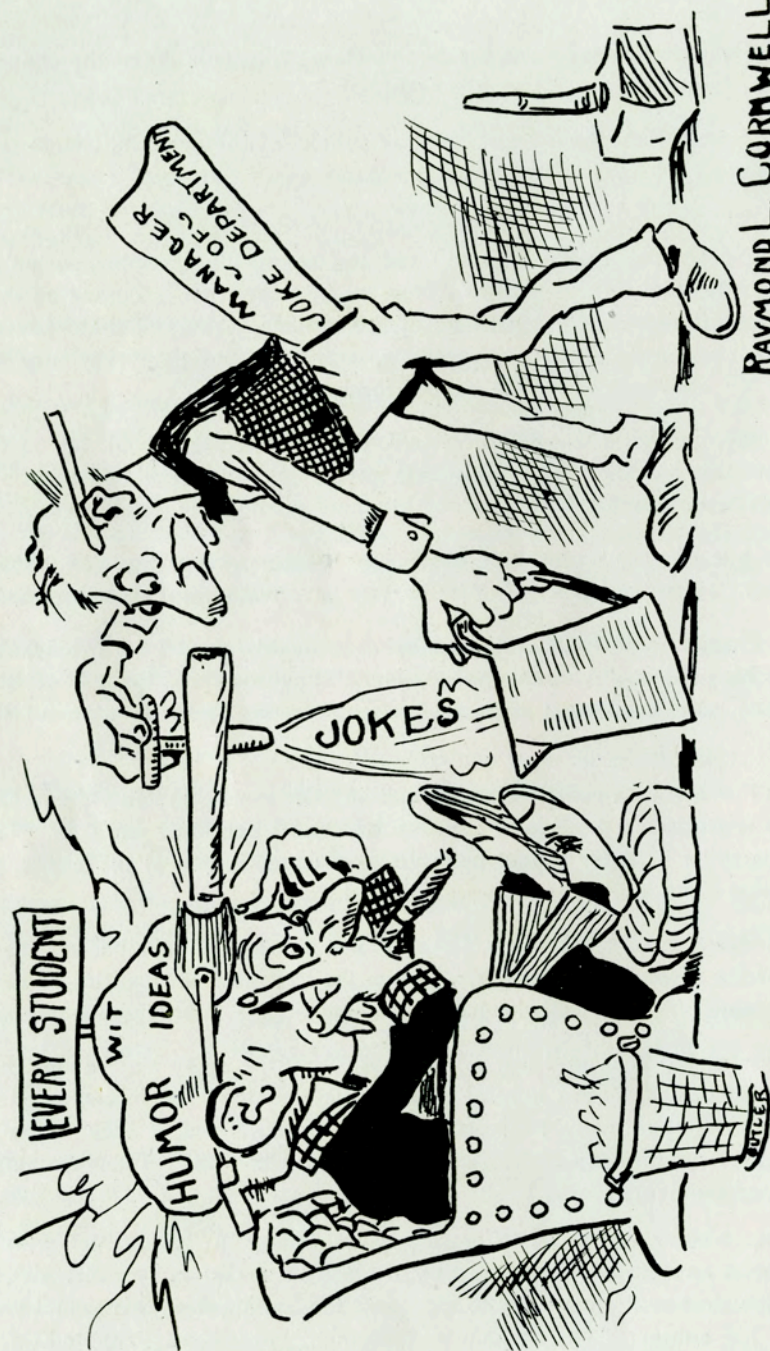
Mr. Pittman represented the faculty at assembly period on Friday, April 23, taking as his subject, "A Great Man." Mr. Pittman outlined the life of Booker T. Washington, showing how a man can overcome great obstacles when of the right "mettle."

Miss Force gave a very interesting talk on "Oregon Pride and Oregon Pioneers" when she represented the Senior class at the chapel period of April 28. There are six tryouts to be held for chapel talks, but our paper is due at the printer's office, and the next issue will tell who are successful.

Axel Skovgaard, the Danish Violinist, was the second number on the lyceum course for the second semester. Mr. Skovgaard has the fine qualities of interpretation that come only to those who have spent much time in study and practice.

In leaving the best until last we will not forget the many inspirations that come from President Ackerman's helpful talks. Although they are interspersed through many weeks and of many subjects, the students will find if they follow up the many suggestions thrown out they will be teachers who will fit into the complexities of their environments.

I cannot allow this to go to press without adding Mr. C. L. McCarthy's name to those who have represented the Senior class in chapel talks. Mr. McCarthy is the first member of the male sex to represent the Senior class this school year. He took for his subject, "Our Japanese Question," which was handled in a very interesting manner. He appeared at the chapel period of May 5.



RAYMOND L. CORNWELL '15

THE NORM

The Mumps

The mumps they did descend on us,
In March—that was the time;
The teachers all did make a fuss,
And said it was a crime.

One came to school with puffy jaws,
And never said a word;
And most do think he is the cause
This trouble has occurred.

On each new day some child was out,
With this fine swell affair;
The teachers they did sit and pout,
'Cause mump germs filled the air.

It was no use to work ahead,
In lessons we all need,
For some were always sick a-bed,
Or passing on the deed.

We hope when you get through at last,
You'll visit us no more;
You've interrupted every task,
And made the teachers sore.

Jokes

Found in the Joke Box: Eleven pennies, 2 buttons, 1 hairpin, 3 peanut shells, 4 slipper buckles, 2 cobwebs, and a joke.

N. B.—This joke was put in by mistake.—Editor.

Sing a song of May Day,
Guests from far and near,
Girls in various costumes
How the crowd did cheer!
But when the skies were opened,
The cruel rain began;
Wasn't that a thoughtless trick
Of President Ackerman?

HEARD AT THE DORM

Gladys Pearson—If I can get work in the Training School I'm going to drop Art.
Merle Stearns—Aha! I see where I try for Art.

FACULTY CONUNDRUMS

A gold mine—Dawson.
A servant in the house—Butler.
A Freshman's color—Green.
A raincoat—MacIntosh.
A tropical bird—Parrott.
Where young men should go—West.
What a pedagogue should be—Gentle.
One who takes our measure—Taylor.
What a loan shark does—Dunsmore.

IN ART

Miss Green—What makes up the secondary colors?
Prudence D.—Paint.

Miss Hoham (in Music Methods)—Now, you beat it when I sing.

Making love to woman is made up of careful and judicious lying—Johnson.
(He knows!)

DORMITORY NOTES

I am not at all pleased with this bed.
Light left on. Look at your wastebasket.
Dust under the rug.
I like your room this way.

Seniors want a little play,
Someone wants it just this way;
If something soon won't reach the measure,
It will be a postponed pleasure.

Edith H.—Mr. Pittman, have you ever been on the stage?
Mr. Pittman—Certainly. I rode forty miles on one in Eastern Oregon.

"Darling," sighed Josiah, "my love for you burns like a dollar in a poet's
pocket; it also burns like yon snowy star, and not till that goes out—"
"It has just gone out," broke in Miss Cooke excitedly.
"Alas, too true! I have been swearing by a Fourth of July balloon."

MISS MARVIN IS COMING (?)

An amusing 4-act comedy was staged at the Oregon Normal with grand success:
Feb. 16—Miss Todd (tapping bell at dinner): Girls, Miss Marvin is coming Friday.
Last year the girls washed their transoms before she came. (A word to the
wise is sufficient.)
Mar. 28—Miss Todd: Girls, Miss Marvin is really coming this time, so put your best
foot forward.
April 19—President (in Chapel): Miss Marvin will speak to us in Chapel tomorrow.
Miss Hoham—We must get ready for our visitor. We haven't time to
learn a new song so we'll have to sing "Discovery."
Miss Todd—Girls, you've heard the story about "Wolf! Wolf!" The third
time the wolf does come. Miss Marvin is to be here tomorrow.
April 20—Miss Todd (at breakfast): Girls, Miss Marvin is not coming. She leaves
for the South tomorrow.

—EDITH MAISON.

THE NORM

Oh what have you had for breakfast,
Oh what have you had of late?
And the Dorm girl sadly answered,
Ah! Hebrews XIII, 8.

Hugh Bell—You are a pretty girl, Mary.
Mary (blushing)—Thank you.
H. B.—Oh, that's all right. I'm a boy scout and have to do a good turn every day.

IS IT NOT SO?

Miss Parrot—This drama teaches the lesson that as true hearts beat under the velvet gowns as beat under ragged trousers.

A SYLLOGISM

A franc is worth $22\frac{1}{2}$ cents.
Brumbaugh is a Frank.
Brumbaugh is worth $22\frac{1}{2}$ cents.
Editor's Note—Since the war the value of a Frank has decreased.

To what is the successful social attitude in the O. N. S. Student Body attributed?
Mr. Johnson—Mr. Gilmore's constant instructions on good breeding.

If money talks,
As some folks tell,
To most of us
It says farewell.

What fruit does Enlund like best?
Ans.: Peaches. (Wonder why?)

"Do you know," said Prexy, "that I began life as a barefoot boy?"
"Well," said Mr. Houck, "I wasn't born with shoes on either."

Roy is long and very slim,
One little bed's too short for him;
When he dies we'll fold him twice,
So he'll fit in his coffin snug and nice.

THE NORM

Mr. Gentle (in class)—Now in this sentence, "War's curse is over all the land," what is the relationship between the words "war" and "curse"?
Edith Maison—Brothers.

What is Mr. Evenden's average income?
Mrs. E.—About one A. M.

Mr. Eagy—I had an awful fright last night.
Mr. Brookhart—Yes, I saw you out with her.

Helen Thomas (weary at 11:30 P. M.)—I don't know a thing about baseball.
Young Man—Let me explain it to you.
Helen T.—All right. Give me an illustration of a home run.

They cried "All hail,"
They stopped, turned pale;
How Juniors guyed,
They'd only tied.

Mr. Enlund—Mr. Johnson are you going to "Salem" with the crowd tomorrow?
Mr. Johnson—No! What do you take me for?
Mr. Enlund—What do they take anyone for?

Ranie—When I get married I'm going to have a house just like this.
Esther—Goodness gracious, Ranie, no!

Miss Parrott—Mr. Burkhead, when you saw "Milestones," what impressed you most?
Artie—The girls.

Those naughty Juniors did one night,
To Independence go;
To trip the gay fantastic light,
And catch themselves a beau.
But when they got to that big town,
They had to change their plan;
They sang and danced quite gaily 'round,
But found not a single man.
(They were all married.)

THE NORM

Mr. Ostien—What is a polygon?
Della Z.—A dead parrot, of course.

Julia Hedlund (sighing)—Ah, my dream of Young love is past.

Brumbaugh—How many orders did you get today?
Artie—Two in one place—one to get out and one to stay out.

Minnie M.—Have you ever had a chance to marry?
Irene DeArmond—A slim chance.

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The book of love, courtship and marriage. It fully explains how maidens become happy wives and bachelors become happy husbands by easy methods. A complete and sure guide to matrimony.

Price—\$1.00.

Author—Houck, famous expert in such matters.

Jingle, jingle, little nickel,
How I wish you weren't so fickle;
For when I my pockets search,
I find you've left me in the lurch.

Lucille H.—Who is your bosom friend?
Glen—The laundress. She does up my shirts.

Gussie (at breakfast)—I should like a little moisture on my hay.
(By which, Oh Best Beloved, she meant cream on her cornflakes.)

A tourist without money is a tramp, and tramp with money is a tourist.

THE I. D.

Sitting beside sweet K. T.
Holding her hand was Macy;
Then he looked in her I's,
By this time you're Y's,
For U. C. Macy loved K. T.

THE NORM

TEN THINGS NO NORMAL GIRL LIKES TO DO

1. Introduce a fellow to a bunch of the pretty girls.
2. Run in the Dormitory halls.
3. Go riding without a chaperone.
4. Recite in McMurry.
5. Eat Graham mush for her health's sake.
6. Win out in Chapel Talk.
7. Clean up her room for Miss Marvin.
8. Dramatize a cow for Miss Parrott.
9. Write lesson plans.
10. Put jokes in the joke box.

When a lemon is handed you, don't get peeved—make some lemonade.

SHE MEANT WELL

Neria McKee (in Training School)—Now, children, name some of the lower animals, beginning with John.

Gussie Kantz—Father, when I graduate I'm not going to teach, but follow a literary career—write for money, you know.

Father—Gussie, my child, you haven't done anything else since you have been in the Normal.

Miss Cahoon—What is another name for teacher?
Bright Pupil—Boss.

NO HURRY

Adabel McCard—In this story it says that Psyche went to Hades, but doesn't tell how she got there.

Miss Kennon—That's all right. We'll all find that out in good time.

NOTICE III

Talk and make all the noise you can in the library—it helps the other students to think.

MISS WEST.

O. C. H. (over phone)—You tell Frances she is not Arlene's best friend.—I am.

THE NORM

"Do you know," said Floyd Williams. "Dad said, when I was a boy, that if I didn't stop smoking, I would be feeble-minded."

Brookhart—"Why didn't you stop?"

ONE OF PREXY'S JOKES

"Papa," cried the little boy. "I'm not going to Sunday School any more, 'cause they have bears there."

"What makes you think that, sonny?"

"Why, this morning they sang a song about a 'Consecrated Cross I'd Bear.'"

Should you ask me, should you wonder,
Whence these stories, jokes (?) and verses,
Whence these heavy-haired reminders
Of a dead past long forgotten?
I should answer, I should tell you,
That from great, unnamed vacinities
We have snatched these incongruities.
From the joke box and the papers
From the teachers and the students,
From all sources we have gleaned them
And we hope that when you read them,
You'll not hurt yourself with laughing,
For 'twas not for this we meant them.

APOLOGIES TO SEVERAL.

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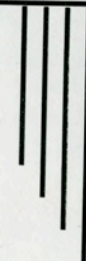
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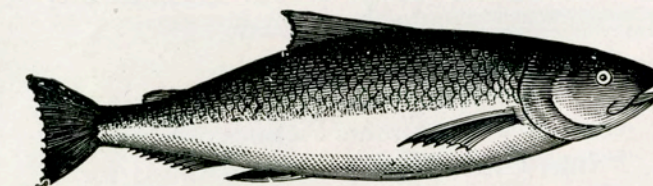
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